

Farewell to 1985 The THES looks back over the year in higher education, the issues raised, the personalities profiled, the books and exhibitions reviewed. We even venture a few tentative predictions (pages I-VIII)

What does Sir Keith Joseph have in common with Frank Sinatra? Antithesis has called on the services of a professional graphologist and while it is no surprise to learn that "intellectual" figures strongly in her reports, there are other revelations... (page 3)



The cat that ate the cream now has heart disease. Now that even nursery wisdom is out of sorts, how much do we really know about what we eat and the effect it has on us? Jon Turney looks at recent developments in FOOD SCIENCE (page 7)

The airline ads promise exotic destinations and yours-to-command service. The airlines deliver a regime as strict as any "total institution" and with as little useful information. Adrian Furnham looks at the new PSYCHOLOGY OF TRAVEL (page 10)

The "great Devonian controversy" is little known today even inside GEOLOGY departments. J. A. Secord reviews a new book on an intriguing subject (page 11)

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J. C. D. Clark on 18th-century political thought

The book mountain grows: publication figures for 1985 + news feature

Arts: Alan Bush, The Cinema Book

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Life after tenure

There is little point university teachers fighting a hopeless rear-guard struggle to preserve tenure. It cannot now succeed. Tenure as it has been known in most universities for more than half a century will be progressively abolished over the next two years. Sir Keith Joseph's commissioners cannot be prevented from making their unwelcome inquisitorial progress around the universities modifying statutes so that all university teachers can be dismissed more easily for "good cause" (for bad rather than very bad behaviour) and that new and promoted teachers can be dismissed on grounds of financial exigency (in plain language, when their university can no longer afford to pay them) or of academic redundancy (in plain language, when their university wants to drop sociology!).

So there is no point resisting the irresistible, even if it is also the indefensible. From the start the present row about tenure has been a demoralizing episode. Tenure in its familiar form was descended from on the one hand the parson's freehold and on the other the majestic authority of the nineteenth-century German professor. It had become indefensible, in a literal political sense, because it provoked "don's jobs-for-life" headlines, and also in a more profound sense because the safeguards for academic freedom provided by tenure were outweighed by the inflexibility and conservatism it created in universities.

Of course the values that lay at the academic profession and the freedom of the intellect, far from being indefensible have become even more worthy of defence in a society that appears to have little respect for collegiality and displays alarming symptoms of intellectual authoritarianism. But tenure itself had become an inappropriate expression of such values. Not that this necessarily justified the action that Sir Keith has taken to abolish it. Although tenure undoubtedly introduced an unwelcome rigidity into the sensible management of universities, its abolition is likely to do little in the short or even medium term to ease that rigidity. So few new teachers are likely to be appointed by universities in the next 10 years, and so few are likely to be promoted within them, that still at the end of this

century the bulk of university teachers will enjoy the protection of tenure. As this must be obvious to Sir Keith, his colleagues and advisers, a reasonable conclusion may be that they are interested in attacking the values that lie behind tenure as a device itself. The progress of his commissioners may be as much about putting the dots in their place as about helping universities to manage their manpower more effectively.

But while vigilance is fully justified, nostalgia cannot be. University teachers must accept that in its old form tenure is about to be irretrievably abolished. No future government, however kindly disposed towards the universities, is going to revive it, if only because the problem of deciding who should enjoy and who should be denied this privilege is insoluble. The universities must now behave as Pitt did after Austerlitz or Sir Edward Grey as he peered through the London twilight in the summer of 1914. Tenure is now coming back.

However, this does not mean that they should give in to a mood of supine pessimism. In some ways the abolition of tenure provides an opportunity to open up a real debate about how academic freedom should be safeguarded in a modern system of higher education, a debate that has remained locked away as long as the rights and wrongs of tenure obscured the essential principles at stake. The abolition of tenure also opens up another opportunity to consider the terms on which a growing number of contract teachers and researchers are employed in universities. When the only alternative to these terms was an indefensible tenure, it is not surprising that the abolition of this academic protection was seen as a necessary precondition of any reform. Soon that excuse will no longer be available - to employing universities and the Association of University Teachers.

So there is a lot of work for both the commissioners and their critics. First a thorough modern defence of academic freedom must be constructed and incorporated in some ways in contracts of employment. Of course such safeguards should not be watertight, in the sense that they make dismissal on grounds of exigency or redundancy impossible, but they must be effective in protecting the freedom to teach and research.

Students in penury

Two recent decisions by the Government have utterly destroyed whatever vestigial truth was left in the old stereotype of the generously funded British student. Student grants are to be increased by only 2 per cent, far below the most underrated rate of inflation. Students are also to be prevented from claiming social security during the short vacations and housing benefit if they live in halls of residence. The Government has promised that the amount, believed to be up to £50 million, which students have received through the social security system will be added to the total for student awards. But no clear indication has been given about how this is to be done. The misery 2 per cent increase hardly inspires confidence in the good intentions of ministers.

These are indefensible tactics - indefensible in terms of the welfare of students, indefensible in terms of the healthy character of higher education, and indefensible in terms of the Government's own responsibilities and objectives. The first aspect is clear enough. Students will experience real hardship because their grants in many cases will be well below the level necessary to maintain them. A point has now been reached where it is no longer honest to pretend that the grant is meant to be sufficient to cover the living expenses of students; it is now perceived as a contribution to those expenses, one element in a student's income that must be supplemented from other sources, parental hand-outs, bank overdrafts, weekend work. The second aspect is equally significant.

The penury of students will have a marked impact not only on the management of universities, polytechnics and colleges but also on the character of the higher education they provide. Not only will cases of hardship, and so payment arrears and other symptoms of financial stress, increase, but students will be forced to adopt a different attitude to their work. The character of British higher education - the intensive teaching of students, their close supervision, the brevity of the honours degree - rests on the assumption that students can study for most of the time rather than serve in bars, and that they can afford accommodation that is conducive to study.

Some people of course argue that it is good for students to "work their way through college", although they have rarely indulged in this practice as a personal experiment. They point to the example of the United States, but that many students will be distracted by the need to earn enough money to continue to study. High drop-out rates are tolerated; intermittent study through credit transfer arrangements is accepted as normal; courses are longer; the style of teaching and the demands made on students are quite different. All of this has a price tag, a well managed system of student support. Certainly the Americans suspect that this may be so, and considerable attention has been given in the last 10 years to ways of improving student support. Maybe student grants on the British pattern are a good buy after all.

The third aspect should worry the Government most. Despite Sir Keith's thorough reform of student support and especially of the introduction of loans, nothing has been done. And nothing is likely to be done. The political will simply does not exist. That being so, the Government has an obligation to maintain the present system of student grants in reasonable order. That it has also failed - and is failing - to do.

There is no point the Department of Health and Social Security deciding that student support is not the business of social security if the Department of Education and Science does not have a clue about how to cope with the consequences of this decision. This decision of course simply demonstrated the web of illogicality that has trusted our present system of student support. If the grant is sufficient to maintain a student in full-time study, then there is no case for involving social security. But if it is not sufficient - and it is not - and if moreover students are expected to supplement it by working in vacations, then there is no case for making students ineligible for social security. After all if they are expected to work, the Government has to recognize the possibility that they may be unemployed. So last week's two decisions are mutually contradictory - an even less adequate grant and a cut-off of social security.

Laurie Taylor



Quiz of the year, 11

Where are you now, darling? What's that, my love? Which page are you on, sweetie? Oh... I'm... thirty-seven. Thirty-seven! I thought you were up to page forty-five on Christmas Day! Yes I was. But I had to go again. Regular pour milleur and Some of the Maori detail gets confusing. Marvellously written course. After you with it, then. Of course. How's good old it coming along? Well, it's a rather nasty but easier going than all those Day whasits.

Campus in Argos. Yes, I thought I'd never end it! Looks as though you'll be better luck this year. Yes, I suppose so. Darling! Yes, sweetheart? Can I ask you something a bit strange. Of course you can, my pet. Do you ever wish our Christmas a bit like other people's? What, people like the Lapps? No, no, darling. Other people. People who are not like you. You mean the Vice-Chancellor? No, people who don't like universities at all. People who hate and throw stones around.

I don't really think. People who get terribly drunk singing "Here We Go" in the street. That's hardly the sort. People who go to office parties Christmas Eve instead of drinking home 10 days before Christmas. The secretaries all alone with a token Christmas cherry. People who don't enjoy at peace and... Just for once I'd like to see those chains in the seminar. Hardly practical, darling. Balloons bobbing over the grand noticeboard. The ambience would be wrong. Crackers on the table at the professional board! They wouldn't be appreciated. Carol singing in the Reference Library?

It would merely upset the major A Special Yuletide Offer of 10 Lights in the December issue of the British Journal of Linguistics. Most unchristianistic. And best of all, a big round Jolly Father Christmas with everyone compliments of the Education Supplement! Now you're simply being silly.

All future vacancies, academic or non-academic, are to be considered by a panel of faculty or a pro-vice-chancellor who will recommend to the staffing committee whether they should be frozen, filled after a pause or, in exceptional circumstances, immediately.

The senate approved the cuts plan by nearly three to one but many lecturers - particularly in the arts faculty - have pledged to fight the proposals. An Association of University Teachers spokesman said: "Coming on top of the loss of some 130 academic and academic related posts since 1981, this poses a very serious threat to the existence of whole departments in the faculty. There seems to be no prospect of reaching such a target by voluntary means."

The union has also asked for more detailed discussions on the financial forecasts given by Professor Taylor, claiming they are too pessimistic. More than 130 lecturers signed a petition protesting against the disproportionate effect of the cuts on the arts faculty.

At Sheffield University, senate has approved a plan to treat individual departments as cost centres, responsible for their own financial planning. The move - one of the chief recommendations of the Jarratt report on university efficiency - has been described as a "major new principle" in

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Student demand figures increased

by John O'Leary

Demand for higher education will not fall as steeply or as quickly as the Government had expected, a planning summit will be told later this month. Fresh projections are being prepared for the first ever meeting between the University Grants Committee, the National Advisory Body and the Department of Education and Science. Their discussions will pave the way for the division of student numbers for the rest of the decade and beyond.

The new estimates will show demand for higher education more buoyant than expected for the rest of the 1980s. The lower of the Government's two projections, which will continue to be its yardstick for planning, will move closer to the more optimistic alternative, considered by both the NAB and the UGC to be the

more accurate assessment. It will also put back by a year the point when the DES expects student numbers to begin to decline. Although there would still be a considerable drop in the mid 1990s, it would not be as dramatic as in the previous reports. Many critics will argue that the revision should have been even greater since it is basically an adjustment of previous projections.

The revised figures will be used in planning the Government's public spending plans for higher education from this year. There are three main reasons accepted within the DES for the higher projections: an increase in the participation rate of 18-year-olds in higher education; the increased recruitment by universities last year; and the Government's own policy of a switch to increase the numbers of students on science and engineering courses.

There are considerably more four-year courses among the latter and these, together with newly-increased estimates for the number of trainee teachers the country will need - who also have four-year courses - mean greater numbers within higher education even without higher recruitment. The meeting, to be held in three weeks' time, will also receive a variety of new projections. They will give the first official breakdown of the prospects for different subject areas and assess the possible effects of policies outlined in the Green Paper.

Sir Keith Joseph, Secretary of State for Education and Science, asked the NAB and the UGC a year ago to discuss the division of students between the universities and the public sector. Members of the two organizations met twice last year but the talks were unproductive because of the lack of current data on university numbers.

The DES has been invited to participate now that there appears to be an opportunity to make progress. However, some NAB members would have preferred the exercise to be stopped until it had been decided whether to cut numbers in the polytechnics and colleges to protect funding levels.

This month's meeting comes at a time of increasing concern about the long term output of graduates. A series of meetings has started between the DES and the Department of Trade and Industry, which is worried about the supply of graduates in certain key areas of the economy. The Department of Employment will also be involved in later discussions.

Pressure is increasing for measures to stimulate demand for higher education. But the rising cost of student awards, despite successive low grant increases, is the major sticking point.



A commemorative calendar revives memories of the Polytechnic of North London. This photograph comes from a collection used for the 1986 calendar to mark the polytechnic's 90th anniversary. Charged with the task of promoting "the industrial skill, general knowledge, health and wellbeing of young men and women belonging to the poorer classes of Islington", the Northern Polytechnic was established in Holloway Road.

A dozen or more universities and polytechnics will share a windfall of up to £15 million if the British Council succeeds in winning its biggest-ever technical assistance contract later this month.

The deal is part of an \$80 million World Bank project to build up post-graduate studies in Indonesian universities. The whole aid package is worth almost £250 million, but the British Council has restricted its bid to the training of students in Britain and the provision of higher education consultants in Indonesia.

The first Indonesian students funded under the project are already at British universities. A total of 200 out of 700 to be sent abroad, will come to Britain to study for PhDs or masters degrees. The council hopes to win a similar proportion of the consultancies when the contracts are let.

Fourteen Indonesian academics and civil servants spent three weeks touring British universities and polytechnics in November - and their trip was followed up by an unscheduled visit from Dr Soedarto Praemotadi, director-general of higher education in Indonesia.

Dr Praemotadi confirmed that a proportion of the work would almost certainly come to Britain, although final decisions on the contracts had not been taken. He said the Indonesian government was anxious to broaden the range of countries with which it had higher education links. Traditionally, it had tended to look to the United States.

"I think if we get to know each other more, the preliminary reports I have had suggest that the will to co-operate is there, even though information about Indonesia appears scanty in Britain," he said.

The contract is so large that the British Council is hoping to set up a full-time post to administer the British share of the project. The Indonesian government wants the council to select the institutions and place its students. A maximum of 20 departments are likely to be involved.

There has been fierce international competition for work from the project. About half is expected to go to the United States, with West Germany, France, Australia and Japan all winning a smaller share than Britain. Huddersfield Polytechnic is to participate in a separate project to set up an agricultural polytechnic in Indonesia. Dr Praemotadi signed an agreement with the polytechnic during his recent visit, which will send 90 lecturers to Huddersfield for up-grading. Indonesia is increasing its complement of polytechnics from six to 25 before the end of the decade.

NAB slammed as Sir Keith calls for more closures

by Karen Gold

Sir Keith Joseph, the Secretary of State for Education and Science, has called on the National Advisory Body to close more polytechnic and college courses.

Sir Keith's public criticism of the courses followed by a letter to the NAB's reluctance to rationalize included an attack on the criteria used to decide upon closures as not satisfactory or defensible.

This is the second year running Sir Keith has rebuked the NAB for failing to come up with rationalization proposals. In his end of year letter to his own under secretary and new chairmen of the NAB committee Mr George Walden, he said he was disappointed with the progress made. "A high quality education requires that such resources as are available are used as effectively as possible," said Sir Keith. "The Government and local authorities... should confront what are often difficult choices notwithstanding that they may involve decisions to withdraw approval from courses which, though of adequate quality in themselves, seem to have less than others to contribute to the meeting of longer-term needs."

Sir Keith renewed his pressure to rationalize when discussing longer term plans. He expects the NAB to sustain "vocational" provision, particularly in science and technology, "even in the event that this entails reductions elsewhere," his letter said.

But in the two main areas where the NAB dealt with rationalization in 1985, Sir Keith takes matters into his own hands. The outcome of the NAB review of architecture, which recommended the closure of North East London Polytechnic's school "does not offer me a satisfactory and defensible explanation of why the application of the criteria developed by the Architecture Intakes Working Party should lead to the pattern of provision NAB recommends, and in particular to the closure of NELS alone among the 18 public sector schools," said the letter.

Sir Keith said he will take one to two months to decide if there should be mergers and/or closures in architecture and in teacher training, where the NAB had argued for postponing decisions until the next year's planning exercise (1987/88). Sir Keith said in a separate letter that he cannot accept the NAB timetable and that therefore he will take DES advice in making plans for teacher training to be announced in September 1986.

Sir Keith accepted the NAB's advice on distributing the advanced further education pool, but said he was sorry the NAB had refused to adopt a new funding methodology which would put more money into teacher training until the pool itself is increased. He cannot accept this argument, he said, although he accepts that the NAB will not do it this year, and pressed them to adopt it in planning for 1987/88.

Victory for OU in grants battle

by Maggie Richards

A breakthrough has been achieved by the Open University in its battle to obtain mandatory grants for its undergraduate students. The Indonesian government has agreed to broaden the range of countries with which it had higher education links. Traditionally, it had tended to look to the United States.

Approval has been given by the Department of Education and Science for mandatory grants to be made available for about 20 students who, in January, begin a programme of study arranged through the new Docklands Open College in London.

The students, none of whom have sufficient academic qualifications, have been enrolled with the Open University to take two foundation courses, in science and technology. They will be studying on a full-time basis at North East London Polytechnic. Then it is intended they should switch to the second year of degree courses in science and technology at NELS or at Thames Polytechnic.

It is because members of the group meet three criteria that they have become eligible for mandatory awards under existing grant regulations: undertaking study on a full-time basis; at a recognized higher education institution; and following undergraduate studies validated by recognized bodies - the OU and the Council for National Academic Awards.

DON'S
DIARY

MONDAY

Pleasantly surprised, as always, to see so many students at my 9am lecture this morning on the diffusion of agricultural innovations in 19th century France. Disappointed, as always, to see one of them immediately crossing out the few references in French on the reading list. Afterwards, I glance at a paper submitted to me as editor of a journal and despatch copies to two referees, optimistically requesting them to send me their reports within a few weeks.

A brief walk to college to have coffee with two careers advisers from Hertfordshire, as eager to learn about Emmanuel's "radical" admissions policy as the college is to encourage applications from pupils from "maintained" schools: I muse whether, by the time Emmanuel's policy comes to be adopted by the whole of Oxbridge, Sir Keith Joseph will have "privatized" secondary schooling.

Then a supervision, with two undergraduates, on the relations between regional history and historical geography, followed by a working lunch with my team of 10 tutors, during which we discuss the problems of cohabiting undergraduates, hard-up undergraduates and cuts in the number of undergraduates.

Having succumbed to some kind of 'flu, the president of our students' union fails to keep our weekly appointment at the beginning of the afternoon, leaving me time to read some of the applications received from candidates seeking admission next October and to check the programme of interviews being arranged for the first week of the Christmas "vacation".

As Tom the principal of one of Cambridge's sixth-form colleges arrives: I have invited him along so that we can discuss mutual problems informally over dinner in Hall (which is absolutely full, mainly of graduates and their guests, so that there is a real sense of a college as a community). Home for *News at Ten* and (I believe) a well-earned Scotch!

TUESDAY

My second 9am lecture, this time on the urban geography of Ontario before Confederation: it seemed to be well received but I make a note to have some additional slides prepared for next year. Then to college, for essay marking and a coffee before two hours of supervisions: the end of term is close and it is encouraging to see how the students have come to grips with the course in recent weeks.

A brief cycle ride to another college enables me to arrive, as a member of the university's lodgings syndicate, for luncheon with a clutch of accommodation officers from universities in the Midlands and East Anglia: they are spending the day in Cambridge, swapping ideas and experiences. Cohabitation and financial hardship are clearly not peculiar to Cambridge problems, and it is a relief to find at least an interest group who do not view cuts in student numbers as a problem.

I leave before the coffee is served to cycle to the towpath, to encourage the college's first novices' eight in the time-trials. It involves cycling about five miles altogether and I return to college invigorated but breathless. Read through more applications for admission and then go to my study to clear the desk of unmarked supervision essays. Arrive home at 6.15pm, to a wife who asks why I have returned so early!

WEDNESDAY

An early morning visit to the department produces the good news that I am on the list for a personal computer/word processor, to replace my antique typewriter. Then to college where I find one of the staff has been

upset by a college officer: I do my best to placate her and to assure her that her work is appreciated by the college at large. By 11am I am settled into my study, having asked my secretary only to disturb me for important and urgent business, because I want to spend the day making the final revisions to a short paper on the practice of historical geography in Czechoslovakia.

By 5.30pm the revisions are completed and so I apply join my wife on a two-hour Christmas shopping expedition in the nearby department store. On the way home we collect a Greek take-away for supper, which we eat watching the latest episode of the television series on Queens' College. Although the series has become rather tedious, the temptation to watch it is irresistible: this particular episode offers some cruel comments on the lifestyles of the fellows and includes astonishing clips of a self-indulgent university tutor reciting his latest poem, in Latin, at home, to three hored and/or bewitched very young children. This episode, and probably the whole series, must have tarnished the progressive image which Queens' senior tutor believes his college has.

THURSDAY

The first snowfall of winter: pretty but problematical for Cambridge's thousands of cyclists. The early part of the morning is spent on catching up with college administration and my weekly meeting with the domestic bursar, the head porter and the catering manager to review the arrangements for events in college during the coming week proves its usefulness by revealing some problems, which can hopefully now be circumvented.

After a supervision and my second regular tutorial of the week I take to ment, giving us an opportunity to do some preliminary planning for lecture courses in 1986/7. The afternoon is initially devoted to pushing memos and minutes around college and the university; then essay marking and two supervisions.

What was expected to be a quiet evening at home turns out to be otherwise: a college hostel-keeper, the regulations about the common room, overnight guests in undergraduates' rooms and my brother-in-law phones to say that my elderly mother has today been admitted into hospital.

FRIDAY

After my 9am lecture on the theory and practice of reconstructing geographies of the past, I drive to Canterbury to visit my mother in hospital, and am pleased to find that she is "comfortable". I manage to return to Cambridge in time for the fortnightly after-dinner "Occasional Discussions in Historical Geography" held in my college room.

SATURDAY

By 7.30am I am on the towpath, to support the college's novices' eight in the day's races, but the need to break up patches of ice on the river delays the start for an hour, so I cycle up and down to keep warm. Throughout the day it remains cold, damp and misty but the knock-out competition for glory is exciting: I snatch a pub lunch (using the opportunity to glance at *Stop Press*, Cambridge's student newspaper, and the latest issue of *The Times*).

I eventually leave the towpath at 4.30pm, out college men's first boat having done well to reach their semi-finals and the women's first boat having bettered them by reaching their final. After a bath to thaw out rather than to clean up, I live by civilized evening at the boat club's supper.

SUNDAY

Apart from a pre-luncheon mulled-wine party at the home of a colleague, a day devoted to reading (*The Observer*, in bed), riding (to two student sons at other universities), rhythmic (to try to balance the family's accounts) and relaxing - and revising tomorrow's 9 o'clock lecture.

Alan Baker

The author is lecturer in geography and senior tutor of Emmanuel College, Cambridge.

letters to the editor

Too cosy a view of Whitehall

Sir, - Can one discern a connection between two apparently unrelated articles (*THESE*, December 20)? The account of the serious academic brain drain from Britain acquires heightened significance from Philip Thody's complaint and flatterer reminiscences of civil service selection procedures, explaining why it is natural to find Oxbridge classicists among the most acceptable candidates.

Thody can be challenged on at least four counts. First, his contrast between Oxbridge and redbrick students (the former being typically "brilliant" while the latter are merely "competent") is a ludicrous caricature. To be sure, Oxbridge has higher A level entry grades, but the range of quality in each type of university ensures considerable overlap in student ability. If he made similar statements about differences of sex or race, he would be laughed out of

court. Second, the test of fairness he cites is not the critical one. It is not the working-class student with a poor degree versus the upper-class one with a first, but how does the selection board choose between the bus driver's daughter from Middlesbrough with a first in sociology from Hull and the ambassador's son from Winchester and New College, Oxford with a third in PPE? His evidence about the qualities of "brilliance" (superficial quickness of mind?) leads one to think that boards may too often tend to prefer the latter type of candidate.

Third, he entirely fails to address the serious failure to recruit more scientists as fast-track generalist administrators, an art which the French, whom he quotes approvingly, have mastered. Even the Fulton committee's mild recommendations to give some preference to candidates with relevant back-

ground knowledge in other social sciences are almost as soon as they are forgotten in the British language in the civil service.

Fourth, the article is a typical failure of British social science as it does on acquaintance with the subject - "I have seen it" rather than "I know it" - based analysis of the system which would bring to light serious imperfections that the author Thody's eye.

Yours sincerely,
MARTIN BULMER,
Department of social sciences and administration,
The London School of Economics,
Houghton St, WC2.

UGC lesson

Sir, - Teaching as a profession is not highly regarded in England *sensu stricto*: everyone, however ill-educated, knows the saying about "those who can't do...". Universities have been an exception. All those who teach there have traditionally been required to "do" something in the way of scholarship, research, or the practice of a profession.

The UGC's crock of gold system will, slowly at first but faster later, alter all that. As funding is to be given to institutions on their research performance (judged not as one might expect on what they produce but on how much in the way of resources they consume - an eccentric but certainly original way of judging quality), there will now be even steeper inter-university competition for grants.

Any department that knows where the bread is buttered will give extra resources and time to a handful of staff with "good track records" in research.

Bit by bit, in universities too, teaching will come very rightly to be seen as the profession of the second rate. Perhaps it is lucky that the UGC does have such an odd criterion for judging quality: there might still be some fairly outstanding researchers among these "failures".

Yours faithfully,
JOHN R. G. TURNER,
Reader in evolutionary genetics,
Department of genetics,
University of Leeds.

Brain bank

Sir, - I was delighted to find the University of Warwick's philosophy department so highly placed in your peer review (*THESE*, December 13). However, I can now reveal the link between the Professional, Industrial and Commercial Updating Programme (Pickup) and philosophy. I am told that the first director of the Coventry consortium, which was initially Pickup-funded, is a graduate of Warwick's philosophy department.

Yours faithfully,
DAVID WARNER,
City of Birmingham Polytechnic.

Short theses

Sir, - It was interesting to learn from a senior lecturer in psychology (*THESE* letters, December 13) that social scientists are behaving as if the PhD should be "the life's work, rather than a period of apprenticeship". Helen Weinreich-Haste suggests that in her field young researchers may be asked to fulfil too many criteria to complete a PhD thesis in three years, but hints that in other fields, where no laboratory work is needed for example, completion in that time may not be difficult.

In the humanities we too are concerned about completion rates, and I would guess that most of my colleagues in universities would wish to see more full-time postgraduate students completing their doctoral theses in under three years. Apprentice pieces should not be the life's work, certainly, and

the topic of a PhD thesis can be tailored to make completion possible within three years. We must also, however, be alert to the danger of making it possible for candidates to defend intellectual narrowness or over-specialization in the choice of topic on the grounds of lack of time in which to range more widely in their research and thinking.

Your correspondent is casting around for an alternative method of assessing young researchers, possibly via a shorter form of PhD thesis combined with instruction in research methodology, which would bridge the gap between BA and PhD, or would this not interest the ESRC?

In this department we offer an MA in English literary research, for which 11 students are currently registered. Students pursue their chosen research with a supervisor, and have to present

a thesis of 35,000 words after a full-time, or two years part-time, also attend seminars on a method and literary theory, papers based on their research rest of the group. Members continue to encourage research the degrees of MPhil and PhD candidates for which also have in this course of research.

Yours faithfully,
MICHAEL WHEELER,
Head of department of English Literature,
University of Lancaster.

Letters for publication should be sent to the editor, The Times Higher Education Supplement, 1, The Quadrant, London WC2N 6JF. They should be short as possible and written on one side of the paper. The editor reserves the right to cut or amend.

Parkes censures
cuts inconsistency

by Peter Aspiden

The vice-chancellor of Leeds University, Sir Edward Parkes, has called on the Secretary of State for Education and Science, Sir Keith Joseph, to "descend from cloud cuckoo land" and achieve a consistency between stated policy and resources if universities are to have a future.

Sir Edward, a former chairman of the University Grants Committee, accused the Government of a "major failure to appreciate and address itself to the real problems facing higher education, and the universities in particular, over the rest of the century."

"Many of Government's stated objectives in the Green Paper are wholly inconsistent with its funding policies described in the same document," he said in his statement to court. The paper itself was a "deeply disappointing document," he added.

Sir Edward reserved special criticism for the Government's attitude towards the Jarratt report on efficiency. "Although the Government has responded to a recommendation in the Jarratt report to commission an examination of the role, structure and staffing of the UGC, it has so far at

least conspicuously failed to follow Jarratt's advice and provide the UGC and individual universities with a sensible basis for strategic and long-term planning.

"Nor is there any evidence that it is prepared, as Jarratt argued it should be, to provide funds to meet the whole of the greater part of the realistic cost of future staffing reductions agreed between individual institutions and the UGC."

He said that if the UGC's prediction of an annual 2 per cent funding cut came true, the university would be facing a recurrent deficit of £6.9 million by the end of the decade.

Such a shortfall could only be met by the unselective lapsing of posts in all categories of staff as they fell vacant - a course of action which would have a "chilling effect on the work of the university."

"If such a situation occurred, the taxpayer would be getting a very poor return on investment," he said.

Sack for
struck-off
solicitor

Dundee University's court has dismissed its director of studies in legal practice after he was struck off the roll of Scottish solicitors for professional misconduct.

The court decided that the director, who should be dismissed under good cause regulations referring to "immoral, scandalous or disgraceful conduct" the duties of solicitors to the public.

The Scottish Solicitors' Discipline Tribunal found Mr Hogarth guilty of allowing a law diploma student to carry out business under his name with grossly inadequate supervision.

The student, who had financed a law business with Mr Hogarth as sole partner, committed suicide in September 1983. A month later, the firm's assets revealed an apparent shortfall must at least refuse to give of £65,000 in clients' funds.

Mr Hogarth said he had insisted the student did not state he was a solicitor or partner, and should not sign formal letters, but the student had disregarded this. However, the tribunal said Mr Hogarth knew, or should have known, that the student could not exercise any real control over the practice.

A lecturer in Edinburgh University's Chinese department last week traditional perspectives on the institution as national public institutions seem to be seen as rivaling John Scott a final warning, institution at Buckingham found him guilty of serious unfair share of taxpayers' misconduct.

To strike as a challenge will Mr Scott has been warned about his with a hallowed tradition, but behaviour on several occasions over the number of years, although it is under-rescue job as dramatic as the middle ages.

He was suspended throughout last term, with a special sub-committee of the university's staff committee recommending that he be dismissed from December 31.

Sheffield's council has already accepted the need for the university to shed up to 250 jobs under a scheme of early retirement and voluntary redundancy, following a warning from the vice-chancellor, Professor Geoffrey Sims, that it was a major step forward in line with the Jarratt recommendations, with planning responsibility resting with line managers. Plans to introduce a similar system at Brunel University earlier this year foundered at the senate stage, but are still under consideration.

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AUT spurns new pay structure

by David Jobbins

University lecturers have rejected the vice-chancellors' plans to revise salary structure and introduce greater local flexibility as a basis for negotiation.

The university employers had wanted to open talks on their proposals, circulated last November, when Committee A, the first stage of the negotiations broke down, on January 20.

But the unqualified hostility of the Association of University Teachers to the plans coupled with evidence of

divisions between the employers themselves, make this unlikely.

The AUT says the vice-chancellors' proposals are "diametrically" opposed to its own claim first lodged in 1984 and amount to a deliberate expression of their contempt for university staff who are stuck at the tops of the lecturer and IA salary scales.

won the unqualified backing of council delegates in calling for the proposals to be withdrawn. There was considerable anger at how they had been trailed publicly by the CVCP in a letter to Sir Keith Joseph, Secretary of State for

Scottish disparity attacked

There is an urgent need to bring Scottish central institution lecturers pay into line with that of English polytechnic staff, says the principal of Edinburgh's Queen Margaret College.

Mr Donald Leach, in a statement to the college governors, said that for most Scottish staff, the gap was more than £1,000 a year, but that in some cases English staff were better off by £1,500. Proposals to increase Scottish scales by a maximum 7 per cent would still leave a £400 gap for most lecturers.

Central institution staff are currently working to contract in support of their pay claim, as are their colleagues in Scottish further education colleges and colleges of education. They want an assurance from

the management side of the Scottish Joint Negotiating Committee that it will finance a salary review.

Mr Leach said staff were asking merely to be brought into line with their English and Welsh colleagues who carried out identical work.

"College principals must be concerned at the growing impact of present industrial action on our students, and fearful for the situation in the new year if no early agreement can be reached," he said.

Mr Jack Dale, further and higher education officer of the Educational Institute of Scotland welcomed Mr Leach's statement, and said that even if Scottish salaries increased by 7 per cent, the senior lecturer scale would be lower than that for unpromoted English staff.

FCS's dossier of violence

Details of more than 30 alleged acts of violence and intimidation against the Federation of Conservative Students since the beginning of the academic year have been given to ministers.

The dossier forms the basis of the FCS's renewed demand for Government action to remove the campus power of the extreme left. It says that the Government should cut off state funds from student unions and make membership voluntary.

Most of the alleged incidents are said by the FCS to have occurred in the early weeks of the year, when its activists were hampered in their

attempts to recruit members and establish organizations at a number of universities, polytechnics and colleges.

The FCS claims that its stalls at several freshers' fairs were attacked or otherwise rendered ineffective, while publicity materials were destroyed and, in a smaller number of cases, its activists physically attacked.

Other incidents refer to bans on Conservative speakers, including ministers and other MPs. The FCS criticizes the alleged unwillingness of college authorities to safeguard the ability of the organization to recruit and to host campus meetings.

Resigned response on cuts

continued from front page

university budgeting by the registrar, Mr John Padley.

Under the scheme, which was proposed in the university's annual planning report, all departments will be responsible for managing resources, including provision for maintenance of premises, heating and lighting.

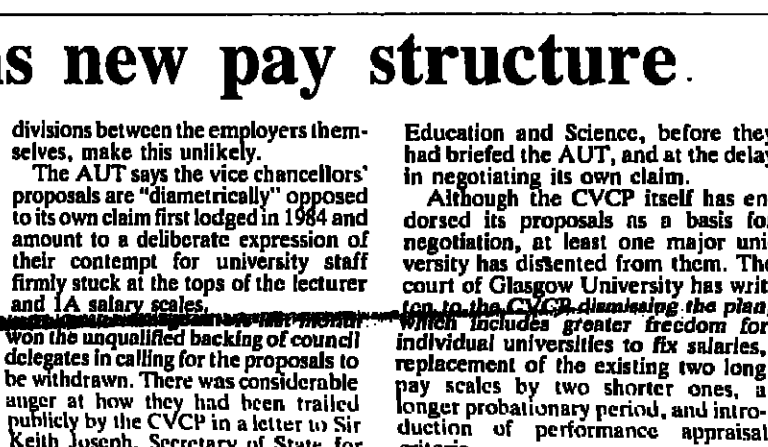
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also cover work on raw materials processing, waste recovery and recycling.

Going it alone: Oxford University lecturer Dr Geoffrey Sweet making himself comfortable among 5,000 copies of his first novel, *For Love of Liberty*, set in a modern, fictional university. Dr Sweet has published and plans to market the book by himself.



The Science Correspondent of *The Times* reported towards the end of 1985 some recent research which revealed that heavy snoring can cause permanent brain damage and can even be a potential killer.

That may be good news for those of us who cannot stand the noise of other people snoring, who may now be wiped out and leave us in peace. Death certificates will admittedly look a little embarrassing with the cause of death given as excessive snoring and one might hesitate before having the word carved on a gravestone - passed away noisily (rather than quietly) in his snore.

Snoring is defined in the *Concise Oxford Dictionary* as a hoarse rattling or grunting noise in breathing especially during sleep. Webster's gives many derivations but describes it more generously as breathing during sleep with a rough hoarse noise due to vibration of the uvula and the soft palate.

That kind of description may have been adequate for many years and I doubt if we really wanted to know much more about it. Snoring can be treated as a funny subject (for those who do not have to listen every night) and is in any case too embarrassing for the perpetrators to entertain people with it as a topic of polite conversation.

But now that it is known to be dangerous we ought not to leave it, so to speak, unsung. The research shows that heavy snoring can make the upper airway at the back of the throat collapse, "choking" the sleeper.

Since reading the report I have consulted some of my more lethargic friends in those sleepy flat lands of the ancient universities of England where I have been told they have more experience of sleeping and snoring during the daytime than anywhere else in the country.

One mortified and became silent. Another dismissed the research as coming from a place epistemologically described as "the sleep laboratory" at Loughborough University. A third could not arouse himself sufficiently to comment but reminded me testily that one should only ring his college in the morning or at sherry time; the afternoons were needed for rest, research and relaxation.

On the other hand, my friends in Scottish universities assured me that there was no problem there as it was far too cold to sleep during the day and that Scottish snoring was of course quite different from English snoring.

They were emphatic that I would never forget it if I ever heard it and that the throat was cleared so thoroughly with every Scottish snore that there was no chance of being throttled accidentally.

But I countered, the director of the sleep laboratory has warned snorers not to drink alcohol before bedtime, which can be dangerous.

By that time I was holding the telephone in one hand and my whisky nightcap in the other and did not hear clearly what my friend, who sounded as if he was in the same posture, said. He seemed to consider any attack on the wee deoch and dorus an example of the Sassanach's total incomprehension of the democratic intellect.

Not for the first time, I thought how fortunate it was that I went to a Scottish university.

Patrick Nuttgens

Recharge role for new chief

by Jon Turney
Science Correspondent

The Technical Change Centre in London has gone to industry for its new director, who will take over from Sir Bruce Williams later this year. He is Mr Geoffrey Cooper, currently director of business strategy for Chloride Batteries.

Mr Cooper, an electrical engineer in his early fifties, has no present connection with the centre and is unknown in academic life - but is said to have good contacts with government departments, on whom the TCC will rely for much of its future contract income. The centre, launched amid much publicity in 1981, is still trying to establish its role as a centre of policy research on technology, innovation and the economy. Its original backers were the Science and Engineering Research Council, the then Social Science Research Council and the Leverhulme Trust.

But the apparent slow progress made under Sir Bruce, who came back from an Australian vice-chancellorship to run the TCC, produced some disenchantment in the two councils and in Whitehall. The new director needs to attract a large contract research income to make up for reductions in the centre's core funding from its original backers after the first five years. Mr Cooper, who will take over in June when Sir Bruce retires, has told staff at the centre he hopes to attract more consultancy work from industry. His present employers, Chloride, have also had troubles in recent years. The group's chief executive, Mr Kenneth Hodgson, resigned in December at the request of the Chloride board in the wake of poor profit figures for 1985.

Where Unesco money will go

An outline of where Britain's £6.4 million Unesco contribution will be diverted in the next financial year has been given to MPs by Mr Timothy Raison, minister for overseas development, following confirmation of Britain's intention to withdraw.

The projects range from the Overseas Development Agency's own technical cooperation training programme; scholarships in the UK for Chinese students; the ODA shared scholarship scheme; the Key English language teaching programme with special emphasis on Francophone Africa; distance learning involving Commonwealth academic institutions; a post-graduate training scheme for black South Africans; and the Foreign and Commonwealth Office's scholarship and awards scheme.

Life peerage for chancellor of Sheffield University among 1986 higher education awards

SIR FREDERICK DANTON, the chancellor of Sheffield University, has been awarded a life peerage and was knighted for services to higher education. He is also a knight of the Order of St Michael and St George. He was awarded a life peerage and was knighted for services to higher education. He is also a knight of the Order of St Michael and St George.

Professor Geoffrey Elton, regius professor of modern history at Cambridge University, has been awarded a life peerage. He is also a knight of the Order of St Michael and St George.



It was "Open Christmas" for down-and-outs when hundreds of students rallied to the Crisis at Christmas call and helped to dish out traditional turkey fare in a disused bus garage in central London for seven days. In addition to a hot meal, tea and soup, guests were also offered a change of clothing, a haircut and medical care.

More clout for UGC urged

by Ngaio Crequer

The authority of the University Grants Committee must be strengthened to cope with the challenges ahead, the Committee of Vice-Chancellors and Principals has said. In its evidence to the Croom inquiry into the role and functions of the UGC, the CVCP says there must be proposals to ensure:

- a high degree of independence for the UGC
- the ability for it to give disinterested advice to the government
- the realization that its effectiveness depends on its continuing to deal with each university as an entity in its own right, and

the retention of its independence of judgment in the working of the dual support system.

The committee must be seen as a genuine arbiter between the two funding sources. The CVCP says the UGC will also need to be sensitive to changes of emphasis within the universities over the next decade.

The only possible change in it will come when Sir Keith decides whether to close courses in architecture, which

the next decade. "It must again become a body which can take a strategic view and not be engaged constantly in tactical and detailed discussion." The CVCP is not impressed with the view that the best way to establish independence is by the granting of a Royal Charter. More important is the UGC's close association with Whitehall and the machinery of government. There should be an independent chairman and he or she should have ready access to ministers and civil servants.

The CVCP says there is serious concern in the universities that the UGC has insufficient resources to support the secretariat and there is a feeling that the post of secretary should be seen as a positive step in a new direction.

The UGC should not be representative of the universities but should be a body of experts, with universities

being told what were the decisive considerations in determining the block grant allocations.

The London University submission to Croom says that a single strong, independent body is still essential to mediate between government and universities although the CVCP has taken over much of the work of representing universities' interests.

But change is necessary. "In the last decade the UGC has become too preoccupied with close consideration of academic fields and financial problems that it seems to have lost sight of universities as entire institutions. The proposals for formula funding appear to be a step in the right direction." Above the individual boards and governors, a new body should be set up to make policy for the UGC.

The UGC should not be representative of the universities but should be a body of experts, with universities

Institute AUT in gets more ballots

by Karen Gold

The London Institute of AUT in gets more ballots. The London Institute of AUT in gets more ballots. The London Institute of AUT in gets more ballots.

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Crosland idea 'has failed'

CONFERENCE REPORT

Felicity Jones reports from the Society for Research in Higher Education.

elbows of the articulate middle classes" had destroyed the credibility of the Crosland argument that you can more acceptably redistribute income by redistributing services.

"I want to see specific subsidy aimed at redistributing income, given to some consumers of continuing education

through the tax transfer system," he said. A "climbing frame" model of continuing education with no barriers to access and freedom within the system would lead to this outcome.

"No one should be under any illusion but that it embodies a very radical and perhaps threatening idea, namely that the student chooses what he or she wants to do not that we providers choose what we want to give him or her," said Mr Smethurst.

Continuing education was not simply a matter of widening the field of higher education, which was also the title of the conference book but was more closely allied to the viewpoint of Mr Tyrrell Burgess, one of the authors.

Mr Burgess argues that the expectations of students and academics are at odds and puts the case for an alternative organization of study based upon each student's initiative.

"This is as important for students in initial as in post-initial education. The most important consequence for students in continuing education is the undermining of the exclusive principle of higher education," said Mr Smethurst who wished to take Mr Burgess's concept even further.

He also wanted research and development work funded in institutions and public funds directed towards guidance and counselling with a national system of evaluation, accreditation and credit transfer.

These would control the excesses of a market system of continuing education controlled by student buying power.

Car workers' experiment

Personal growth needs of American car workers and not training is the aim of a pilot union and management degree programme outlined by Professor Morris Keeton, president of the council for the Advancement of Experimental Learning.

The programme was developed by the council and uses life experience assessment and provides college credits for higher education degrees.

The project, agreed between the United Automobile Workers' Union and Ford Motors, was an example of how much further the USA was along the road to opening up access to higher education for adults.

Professor Keeton said that for the

first time institutions were telling students about other institutions' courses.

"The council acted as an "educational broker" between industry and education and the different ways of operating had been one of the biggest hurdles.

He described one incident: "Ford Motors sent back a report in which they had changed the spelling of employee to remove the last 'e'. They had done a time-and-motion study and decided upon the new spelling. They came back some weeks later though and said it was all right to spell it our way."

Educators 'must keep the customer satisfied'

The suppliers of continuing education need to be aware of the criteria used by industry to meet their training and education requirements, Mr Ron Shepherd, vice chairman of the

Shepherd Education Board of governors and education manager of For Education Company, told the SRHE conference.

Mr Shepherd queried whether adult educators had "the educational equivalent of the plant equipment and trained manpower to meet the demand which was undoubtedly there."

"Most of us in industry know that in the intensifying competition we have

to pay much more attention to the continuing education needs of our employees at all levels as a means of surviving, let alone prospering," he said.

Institutions ought to be prepared to reexamine their definition of quality to match customer specifications. "Most people might like to own Porsches but they can only afford to run Fords," he argued, saying that quality for the employer might be simply a way of saying "value for money."

They needed to investigate whether the productivity levels of their institutions generated costs which put course

prices too high and forced industry to look elsewhere.

Mr Shepherd said institutions needed to examine their constitutions, objectives, and culture and to see whether they were flexible or just offering standard packages on a "take-it-or-leave-it, when-we-run-it-basis".

There was a need to look at management structures, their innovative recruitment of staff, and their selection of key members within an institution the continuing education ought to be a crucial aspect of its overall objectives".

Award for institute

London University's Institute of Education has won a prize for its financial reporting - one of the alleged weaknesses of university administration, according to management experts.

The prize, a certificate of merit, was awarded by the Chartered Institute of Public Finance and Accountancy, which annually rewards institutions which show excellence, innovation and high standards in financial reporting.

The institute, which was honoured for its financial report and accounts 1983/84, is the first university body to receive the award since the scheme's introduction in 1980.

The financial practices of universities have been under scrutiny since the publication last April of the Jarrett report on efficiency, which made financial management one of its special subjects to be examined in detail.

The report concluded that many university management accounting systems were inadequate and incapable of integration, and recommended more systematic methods of reporting and appraisal.

The judging for the institute's award was carried out by an independent panel including senior accountants from the private and public sectors, academics and representatives of consumer and employee interests.

A misleading headline in last week's issue of *The Times* gave the impression that Professor Michael Thompson is to become next vice-chancellor of the University of East Anglia. In fact he is moving from East Anglia to become vice-chancellor of Birmingham University.



On the crest of a wave: schoolgirl Smaila Hussain lends a helping hand to Professor Brian O'Connor of Liverpool University as he demonstrates the effectiveness of a bubble breakwater in reducing the height of waves. She was one of 5,000 school and college students who attended the university's Christmas lectures on subjects varying from gun disease to Russian censorship.

Science inquiry launched

The House of Lords Select Committee on Science and Technology is examining public support for civil science and technology in its next inquiry.

A sub-committee chaired by Lord Sheffield will take evidence on a wide range of questions on civil science. The inquiry will cover the organization of civil science, including the division of responsibilities between the five research councils, and will look at sources of cash for research, especially

strategic and applied research. The committee also intends to review the strengths and weaknesses of the customer-contractor principle, under which Government departments have commissioned work from research councils since 1972. And the group will examine how much defence research is related to civil objectives, and the balance between research and development in the £2.3 billion the Government spends on defence work each year.

Engineering efforts are praised

by Karen Gold

Considerable and successful efforts are being made to raise Birmingham Polytechnic's engineering department above its past pedestrian level, according to an SRHE inspectorate report on part-time degrees there.

In the past the department has had meagre resources and lacked imaginative leadership, the report says. Its buildings are still dreary and depressing, and its laboratories poorly equipped. Spending per full-time-equivalent student has been more than doubled recently, but is still well below that recommended by the Engineering Council, the report of a visit in May 1984 says.

But it adds that while most staff experience in industry is more than 10 years ago, younger staff have recently been appointed and four teaching companies established with support from industry and the Science and Engineering Research Council.

The department's two part-time degrees in electrical and mechanical engineering attract students aged between 19 and 52. The electrical degree has been redesigned, emphasizing student-centred learning, and is thought by students to be highly relevant to their past and future needs.

Teaching on both courses was praised, but more non-teaching staff are needed. Counselling and guidance procedures for students are impressive. But there is still a substantial drop-out rate of students: fewer than half the 1979 entrants to the electrical degree obtained it, while 72 per cent obtained the mechanical degree.

City of Birmingham Polytechnic, inspection of aspects of part-time advanced further education in engineering, available from the DES, Honeypot Lane, Stannmore, Middx HA7 1AZ.



When 'high risk' looks a safe bet

In politics no currency becomes devalued as fast as language. Thus when in March last year the foundations of the next National Advisory Body planning exercise were laid, the phrase quickly adopted as the most apt to describe its strategy was that it was "high risk". But that was for a cut of 20 per cent or more in first year student numbers in 1987/88 on the so-called unprotected programme areas.

Now the official planning hypothesis as revealed by the latest NAB documents released to all members of the board and committee is operating on the assumption that up to around 60 per cent of first year cuts in those areas might be necessary. This extraordinary position, which if enacted would clearly lead to the closure of up to 900 courses, and possibly several institutions, has not merely made "high risk" look like a reasonable compromise outcome - and that is a danger we must be alert to - but has plunged public sector higher education into an unparalleled New Year crisis.

Some will say that there is an element of media hype in all this, and will caution against falling for the colourful language of the paper with references to the next planning exercise having "all the characteristics of a hillside for forestry clearance: difficult, potentially dangerous, and needing an axe". Surely they will argue, no Government with even half a mind to electoral calculations would choose to turn away 20,000 or more individual students. Indeed with justice it will be pointed out that not even in the wretched Green Paper such a prospect was even hinted at, since all that document did was to preface with a variant of projected student demand too low to be real.

Turning away actual students, on such a basis as the NAB paper contemplates, would be such a fundamental break with even the old Robbins principle, let alone its new interpretation begrudgingly recognized by even this Government, as to be surely unthinkable. As the NAB document says with admirable clarity: "It is important to keep in mind that what is now at issue is a reduction in access in consequence of a cut in resources: it is not a reduction in student demand... or a reduction in the needs of industry, commerce, the professions, and the public service for highly qualified manpower" (the underlinings are the NAB's).

Yet however unthinkable and unreal the projections of the paper, recent history compels us to take it seriously. For one thing, even if the aggregate student numbers actually cut are nothing like the 18,000 full-time equivalents postulated, a by-product of the operation could still be the greater concentration of courses in larger institutions, in which case local part-time access will be a casualty. Also, whatever political game of brinkmanship is being played between the NAB and central government, the dangers of "planning blight" to any poly or college proposed for closure are all too real in their consequences.

Finally, as a caution against sceptical inaction, the lightness of the timetable, with proposals due to be received in colleges on April 7, gives the whole operation an almost unstoppable quality. Which is precisely why it behoves us to see that it is stopped.

Frank Griffiths

The author is education secretary of the National Association of Teachers in Further and Higher Education.

overseas news

Staffing crisis will lead to mediocrity, Germans warned

from Barbara von Ow

MUNICH

West German universities are threatened by mediocrity and falling standards as a result of past and present errors in staff policy, the president of the German rectors' conference (WRK), Theodor Berchem, has warned.

In a critical article in the conservative weekly *Rheinischer Merkur*, Berchem painted a gloomy picture of the future of German higher education. Presenting a detailed analysis of the causes for today's problems, Berchem called for efforts by both the federal and regional governments to counter academic unemployment. The job crisis was causing a brain drain which threatened science and research in general and the universities in particular, he warned.

The situation was mainly a result of the enormous expansion in higher education in the 1960s and 1970s, when the number of academic staff grew from 17,000 to nearly 70,000, roughly in line with the soaring number of students. As a result the average age of academic teachers had become radically reduced. Since 1977, the ratio of professors aged over 35 had stagnated at only 15 per cent.

While the rate of replacements through retirement would be about 4 per cent in a normal age structure, a study by the WRK in 1985 had shown that only 2 to 3 per cent of academic jobs would be available for young academics until the 1990s. Mostly, however, the rate would be much lower. In 1986, for instance, only 1.4 per cent of the staff would be replaced through retirement.

This meant that only between 280

and 300 jobs would be available for some 1,000 newly habilitated applicants every year, meaning that some of the best brains would continue to turn away from higher education because they had no job prospects.

The real threat was the danger of a vicious circle of mediocrity at German universities, Berchem noted. Mediocre people would fear competition from people better than themselves and were likely to appoint equally mediocre people in what he called the "autodynamics of decadence."

Indeed the vicious circle threatened to continue even when the situation would revert towards the end of the 1990s. By that time there would be a sudden increase in openings when the bulk of staff appointed in the 1960s and 1970s would go into retirement. Then, however, not good enough candidates would be available to fill the jobs.

To counter this trend, Berchem again called on the regional government to implement the so-called *Fiehringer* plan to create an additional 200, albeit short-term, jobs in each land to help bridge the gap for the next decade.

Only three of the 11 *Länder* - Bavaria, Baden-Wuerttemberg and Berlin - had so far implemented the scheme, he noted, calling for a federal programme to streamline the job scheme throughout Germany.

To accept hundreds of thousands of students into the universities without ensuring the quality of their education meant, Berchem said, "I can only call this a chaotic strategy."

Germany had to understand the meaning of the famous saying that "if you think education is expensive, try doing without it."

Drastic cuts promised

There are bleak times ahead. Now that President Reagan has signed into law the measure requiring that America's budget deficit be eliminated by 1991, the education community is beginning to take stock and see what it is likely to mean to them. And they do not like what they see.

"It's going to be a horrendous year," said Susan Frost, executive director of the committee on education funding. "And it only gets worse after that."

The mechanics of the new legislation are brutally simple: if the president and Congress cannot agree by February on spending cuts which will reduce the present deficit of more than \$200 billion to \$171.9 billion for the 1986 financial year, cuts will be made automatically. They will come equally from defence and domestic spending. This machinery will remain in force until 1991, with the permitted deficit declining each year until it disappears altogether.

In theory it sounds fair, if harsh. Given that Congress and President Reagan have shown little inclination to agree on anything since he was returned to office, something of the kind may have been necessary to fill the hole in Uncle Sam's pocket. The alternative would be to increase taxes: an unthinkable solution in election year.

But things are not quite what they seem. Exemptions have been written into the law which will protect defence contracts written in the previous year, and which leave various domestic programmes, notably social security, untouched. The result is that some 73 per cent of the budget is off-limits for cutting, leaving the remaining 27 per cent open to the axe. And spending on education is included in the vulnerable 27 per cent.

It is estimated that in 1986, the first year of operation, the cuts will amount to 4.6 per cent. Since most federal education programmes have already been outstripped by inflation, reduced or frozen, the consequences of even this minor reduction may be far-reaching.

Teachers' co-ops pay dividends

from Bob Dent

BUDAPEST

GMK must be the most common initials in Hungary today. They stand for *Gazdasági Munkaközösség*, which roughly translated means "workers' collective or workers' co-operative."

Workers' co-ops have been mushrooming all over Hungary in recent years with the peculiar twist that employees are now officially encouraged to form their own co-ops and engage in private contracts while at the same time retaining their official jobs in the state economy. Now this unique system has even hit higher education.

The College of Foreign Trade in Budapest's Ecsesi Street, is a well established further education institute which devotes particular attention to the teaching of foreign languages. Just over a year ago a group of language teachers at the college registered themselves in the Budapest court as a GMK within the Ecsesi Street college.

They hire rooms and equipment from their own college and in the late afternoon and early evening teach languages to people who have paid privately to attend classes after their normal working day. English is the main language taught with just over half of the college's 35 English teachers being involved.

"There has always been a demand," says Mikhael Paltesz, one of the founders of the GMK and himself an English teacher. "For Hungary foreign trade has always been important and is so increasingly. Our private students are making a profit. Some are looking for a certificate

Harvard dean lays down the law

from William Norris

WASHINGTON

Harvard's troubles are said to have started in the 1970s, when a small group of left-wing radicals arrived on campus. They began to challenge the most cherished assumptions of legal studies, including the idea that there is something called "law" and it is worth studying in the traditional case-study methods pioneered at Harvard.

The radicals founded a movement called critical legal studies, which now has about seven of the tenured professors among its members.

According to one of them, Professor Duncan Kennedy, CLS views law not as a body of politically neutral principles, but rather as something which the wealthy and powerful use to justify and consolidate their power. It regards law as politics by another name - something which can be, and is, used by lawyers, judges and politicians, to justify any outcome.

"The law," he says, "as we have chosen to make it through our various law-making institutions, is profoundly implicated in distributional social injustice in our society. The system by which the rich and powerful, white and male, stay rich and powerful generation after generation, has a very strong legal component."

To the more traditional professors at

Cold shoulder for Coke

While talk of divestment from South African investments rumbles on at campuses across America, some students are demonstrating that they are prepared to make the ultimate sacrifice in their campaign against apartheid. At Howard University, a traditionally black private college in Washington DC, the student association is boycotting Coca-Cola.

The move is roughly analogous to asking Oxford undergraduates to forswear beer, and may have a similar chance of long-term success. But for the moment the campus is aflame with chants of "Coke is the enemy" and Coca-Cola vending machines, and

warnings of what it means to buy the sticky concoction. "When you drink Coke, you're drinking the blood of our oppressed brothers and sisters in South Africa," reads one.

The company seems unlikely to be moved. "We are not divesting our interest in South Africa," said Coca-Cola spokesman Eric Wriggle this week. "As long as we are an economic force there, we are able to bring about change in that country."

Coca-Cola not only invests in South Africa, but also happens to be a major contributor to the funds of Howard University. This year it gave \$325,000 for the establishment of a chair in business studies,

Singapore lecturer quits

A British lecturer caught up in over academic freedom of opinion at the National University of Singapore has decided to quit, Mr. Leggett, aged 45, last week vice-chancellor Professor Lim he no longer wanted a renewed contract which expires next year.

His decision to leave the school of management where he taught human and industrial relations for the past six years was prompted by a catalogue of "accusations, innuendos and untruths" by the National University of Singapore's (NUS) student body. A recent article in *Krasnaya Zvezda*, the Red Army daily, on draft-dodging in the Soviet far east gave extensive case notes on four young men who had failed to turn up for military service.

Three of the four were specifically named to have attended higher education institutions, while the fourth avoided enlistment by finding a job with a touring puppet theatre - which in Soviet conditions implies that he had attended some kind of post-secondary college.

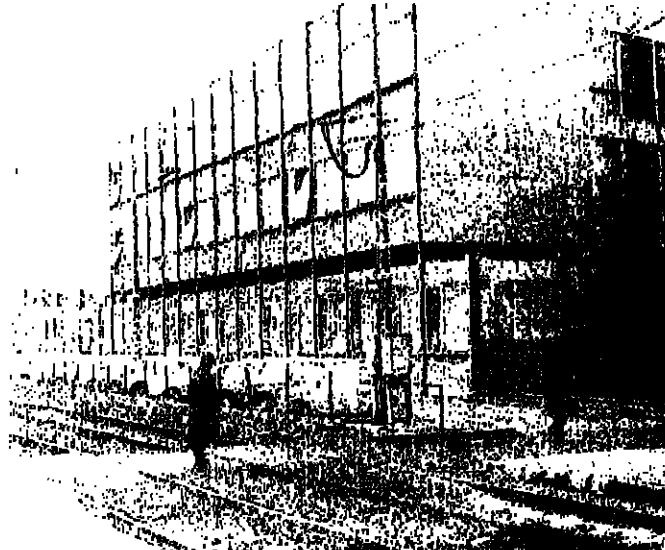
In contrast to these four intellectuals, the article presented the case of two eager recruits - keen members of the Komsomol youth organization, keen sportsmen, and already, at 18, "production pacemakers" in industry.

The selection of a specific area for establishment for a warning article is a standard Soviet procedure in opening a campaign of this kind. Those not selected for immediate censure are thus given a chance to toe the line.

Grenoble - it did not possess research facilities in the physical sciences, and also that the post-war French/German border would be more accessible to foreign spies.

But the government subsequently accepted the argument being forwarded by other European nations, that it would be cheaper to share various overhead costs with Institut Laue-Langevin.

The government is now expected to appeal to the Council of Europe, a legal body in France - hoping the tribunal decision's overruled - at least to give it time to find a solution to the problems that it has



Budapest's College of Foreign Trade: business is booming for privatized English classes

which may help them advance their careers at work."

He points out that the principal of the college has welcomed the GMK and only a minimal sum is paid for the use of rooms, videos and other equipment.

For the teachers involved the incentives are primarily financial. The salary of further education teachers in Hungary approximates the national average and is even less than that of secondary school teachers. The GMK demands only four hours' extra teaching per week plus preparation and for this the teachers receive more than twice their normal rate of pay.

Students are recruited by word of mouth, by leaflets distributed around the foreign trade companies and by advertisements in newspapers and magazines. Competition is fierce as the boom in demand for foreign languages in Hungary has resulted in many private language schools.

Government under fire

An administrative tribunal has strongly criticized the French government for breaking a commitment to support the selection of Strasbourg as the site of the new European Synchrotron Radiation Facility, which is currently planned to be built in Grenoble.

The tribunal ruled that the government did not have the right to back out unilaterally from a clause in a contract which it had signed earlier in the year with the regional council of Alsace supporting Strasbourg's candidacy. It called the government's act an excessive use of power.

At the time the contract had been signed many French scientists were lobbying hard for the ESRI to go to Strasbourg, arguing that - unlike

Grenoble - it did not possess research facilities in the physical sciences, and also that the post-war French/German border would be more accessible to foreign spies.

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by Geoffrey Parkins

China has opened its first state-run vocational university for women in Hunan province, in southern China. The university, which enrolled its first batch of 160 students last month, has been established specifically to improve higher educational opportunities for women in the province.

In terms of providing better educational opportunities for women, the opening of the university, which offers three-year degree courses in law, economics, construction, tourism and arts and crafts, is a major step forward in a country where female enrolment figures for higher education are still very low (approximately 22 per cent for both universities and colleges combined) and where very large numbers of parents are still strongly opposed to the very idea of giving girls an education.

According to an official estimate published by the state education commission this month, well over 3.5 million girls aged between seven and 11 years are deprived of a primary education because parents simply refuse to send them to school.

The situation is worst in the outlying areas of the north-west and south-west parts of the country, but even in developed regions and cities attitudes

on female education are as fixed as ever, with large numbers of girls being forced to work at home or in family businesses from a very young age, the commission says.

However, the education commission is at present drafting a law which will make nine-year schooling compulsory for all children from early next year.

It was not until 1920 that Peking University accepted China's first women students (nine in all), but while a number of other universities followed the example, progress was slow, and by 1949 only 17.8 per cent (35,000) of China's university and college students were women, and most of these were from wealthy families. At the same time it was estimated that something like 90 per cent of women never attended school and remained illiterate.

While the number of places available in the country's colleges and

overseas news

Women-only university enrolls first students

universities was small, the removal of tuition fees and the introduction of state support for students in need at all levels in the early 1950s did enable a larger number of women to break with tradition by continuing their education either at school, college or university.

But the range of courses and occupations open to women was still very limited. Most women graduated in the arts and it was rare to find female students in many of the sciences and engineering. The only exception was in medicine, where since the 1950s the number of women pursuing six-year medical and four-year pharmacy courses has been consistently higher than men.

In the late 1950s and early 1960s a new type of female intellectual began to emerge in China. Since the communist takeover in 1949 a large number of women had been working in

government and factory offices. A number of these women were cited by the party for their outstanding contributions, and by way of reward recommended for university courses, usually after a two-year preparatory course.

It was at this time that a number of female architectural graduates from Qinghua University made a name for themselves nationally for the part they played in designing a number of large and impressive new buildings in Peking, and the idea of female higher education and its benefits to the nation received much publicity. Opportunities for women in vocational and technical schools and colleges also advanced rapidly in this period only to be thrown into chaos by the "cultural revolution" between 1966 and 1976.

After 1977, however, women's higher education entered a new phase with an enormous number of women applying for university and college

courses in the sciences and engineering. And for the first time there were more female students in the sciences than the arts.

The advent and proliferation of spare-time and various other off-campus courses of study leading to recognized higher education qualifications in the last few years has clearly been a boon for women's education. But while women's education has come a long way in general terms, progress around the country is very uneven. Feudal attitudes persist in backward regions and a glance at the 1982 census shows that the vast majority of China's 80 million illiterates (below the age of 40) were women, and the numbers of women graduating from the established universities and colleges is still very low according to recent reports.

Discrimination against women is still widespread in institutions of higher learning. In some universities, for example, entrance examination grades required of women are higher than those required of males and a large number of courses remain closed to female applicants.

While the overall figures for university enrolments rose to their highest ever last year (1.16 million), the number of female applicants dropped to their lowest since 1979.

Students opt out of campus work

Working your way through college is a hallowed American tradition which seems to be on the wane, at least in Virginia. There, students are turning up their noses at part-time jobs on campus, preferring to borrow the money to see them through their education - or get it from their parents.

The trend is causing a problem for the universities, which have long relied on cheap student labour to run their cafeteria services, staff the libraries, and do secretarial work. In the past, all the jobs on offer have been taken up before the start of the autumn term, but this year, in spite of aggressive advertising, colleges throughout the state find themselves with hundreds of vacancies.

Increasing affluence among students and their families, as the ready availability of guaranteed loans, seem to have made the wage rates on offer look distinctly unattractive. With pay as low as \$2.85 an hour, and rarely more than \$5 students are finding better things to do with their time than slaving away in a college kitchen. In consequence some of them, especially the 6,000 students at the University of Virginia, are having to wait for their meals.

At James Madison University in Harrisonburg, where 20 per cent of jobs remain unfilled, officials are so disappointed with students' reluctance to work that they are thinking of changing their financial aid policy. Eighty-eight per cent of the students there come from families with incomes of more than \$25,000 a year.

John Sellers, head of the university's financial aid department, said this week: "Now they can turn down part of a financial package, including a guaranteed student loan, grant money and work-study money. We may say in future 'you have to take the whole package', and force them to take a job."

For low-income students and their families, the new trend may be having serious long-term effects. A new study by the National Institute of Independent Colleges and Universities shows that after four years of college the debt burden on the most needy students is larger than their annual family income. In the past five years, the number of such students receiving loans has gone up from one quarter to two thirds, and the amount of parental contribution has increased by 100 per cent.

Hands were burdened with the repayment of loans they received as students. With Sweden bearing the world's highest tax rates, Mr Nilfors reckoned that if his income were subjected to a commonplace 30 per cent margin he would have to earn a gross \$46,800 - his monthly salary spread over five years - to pay off a 20-year student loan.

A new committee will make recommendations to the director general on staff members who wish to leave the organization through negotiated arrangements such as early retirement, or are deployed to other work.



Mr M'Bow: bucked down

Unesco staff force joint talks

from David Dickson

The director-general of the United Nations Education Scientific and Cultural Organization, Mr Amadou Mahtar M'Bow, has given in to demands from members of the organization's staff association for the creation of a joint management-staff advisory committee to examine redundancies made necessary by the withdrawal of the United States and the United Kingdom.

The committee, which will be made up equally of individuals nominated by Mr M'Bow and others elected by the members of the staff, is being set up at the request of the staff association in order to achieve "legality and fairness" in the staff reductions expected next year.

Following Mr M'Bow's initial refusal to accept their demand, the association's members - including many senior officials who are unlikely to be directly affected by redundancies - organized a widely supported day-long strike at the Paris headquarters two weeks ago.

In addition, the president of the staff association, Mr Bruno de Padirac, started a hunger strike which he promised to continue until the association's demands for what in French is called a *comité paritaire* were met. He was later joined by five other members of the association's executive committee.

Strong support for the staff association's action, the first strike at Unesco since 1974, was received in the form of telegrams from several similar bodies in other United Nations organizations. Mr M'Bow, having first refused to discuss the matter and insisted that adequate channels were already being established for consulting the staff on redundancies, subsequently backed down after six hours of negotiation, and agreed to accept the association's demands.

A new committee will make recommendations to the director general on staff members who wish to leave the organization through negotiated arrangements such as early retirement, or are deployed to other work.

Swedish education now a privilege, claims researcher

from Donald Fields

HELSINKI

Amid concerted demonstrations for better conditions by students a researcher has claimed that studying in Sweden has become the privilege of the rich.

In an extremely bitter article in the Stockholm daily *Svenska Dagbladet*, Mr Lennart Nilfors of the Uppsala

University of Agriculture recalled that his fellow veterinary scientists had mounted an unofficial two-day strike in protest against not only summary scales "incompatible with physical existence" but also the position of teaching and research. Furious that the Social Democratic government had called the strike action "irresponsible" he alleged that higher education and

those employed in it, would form a "significant share of the impoverishment" in the Sweden of the future.

Mr Nilfors produced convincing evidence to show that many university staff were paid below what the blue collar union confederation LO considers a low wage for its own members - the equivalent of \$9,000 a year. In addition academics, unlike factory

ANTI-THESIS

Sir Keith cooks up a battering

Sir Keith Joseph has embarked on a grand tour of polytechnics and universities to find out what is happening out there in higher education. Part of the programme he asked for during each visit was an hour's free and frank exchange of views in an open meeting with students.

But worried vice chancellors and directors could foresee certain difficulties might develop at these meetings. So to prevent the secretary of state's tour becoming not so much a milk round as an egg-and-flour round, Sir Keith's request has been vetoed on every occasion. The most he has been allowed is a closed meeting with student union officers. But then he did want vice chancellors to control their students...

The long winter nights in north-east Scotland will be considerably enlivened by Aberdeen University's literary society New Year programme. It begins with an illustrated lecture on "Eve, naked and beautiful in Paradise Lost", followed in February by a talk on "Brides of guineas and how to ravish them: or between the sheets with Keats".

Figuratively speaking

Science may not be a widespread interest among MPs, but surely it doesn't empty the House of Commons chamber as effectively as alleged by Sir Peter Emery in the recent science policy debate - when Hansard records his estimate that 0.2 per cent of the 550 or so backbenchers were present. Presumably he was talking to himself at the time.

Sir Peter, or the Hansard proof-reader, must have gone to the same statistics classes as the Agricultural and Food Research Council officials who sent figures to the Cabinet office showing a handsome increase in AFRC employees.

When the figures were published in the Government's annual review of R&D, Sir Robin Nicholson acknowledged that AFRC numbers are really falling steeply. The discrepancy is something to do with which institutes are counted in but, on being asked about it, Sir Robin - to his evident annoyance - was not quite able to explain it.

Kent University's chamber choir is to premiere a setting by Malcolm Williamson, Master of the Queen's Music, of some poems by Lady Mary Wroth. The work, written in honour of Prince William, the elder son of the Prince and Princess of Wales, is titled Poems for a Royal Baby, and consists of descriptions of scenes in the said baby's life. The choir are also singing works by Handel and Vivaldi, which should be rather more eventful.

Another blow for dieting

What with Christmas and Thanksgiving, the New Year sees America's "fatties" get fatter. Now scientists at Emory University in Atlanta, Georgia, have come up with an unlikely solution to the problem: balloons.

There are those who think balloons are the last thing needed by the over-inflated Americans. But these balloons are rather special. Deflated, they are placed in the patient's stomach and then blown up and left in place. The theory is that balloon-carriers will feel full with less food, and uncomfortable if they try to eat as much as before.

Dr Stan Riepe, an associate professor of medicine at Emory, says the balloon is an alternative to the "cut and fold" surgery procedure of stomach shrinking, which is virtually permanent. The balloon, on the other hand, can be popped in minutes. Which, one would think, could also have its disadvantages.

Carolyn Dempster on the latest moves to set up a General Teaching Council

It was a case of "softly, softly, catchee... consensus" as the working party representing England's 16 foremost teaching organizations sat down recently to mould a model for a General Teaching Council.

Reasons for the cautious approach and lack of public fanfare which have characterized the deliberations to date are not hard to find. The current initiative, taking place under the wing of the Universities Council for the Education of Teachers, is the latest chapter in a long line of unsuccessful attempts at professional self-government spanning more than a century. The first proposal, suggesting a Scholastic Registration Act, was put to the College of Preceptors as long ago as 1860, with an attempt to introduce a Bill nine years later. These initial tentative moves towards a teachers' register gathered momentum when the case was taken up with campaigning vigour by the Teachers' Guild, together with the College of Preceptors and National Union of Teachers. After several abortive attempts, a Teachers' Registration Council was set up in 1902, but without the united support of all of the country's teachers, it collapsed and was scrapped four years later.

A new council was established in 1912, with a register comprising a high proportion of the country's teachers compiled by 1922, and the formation of the Royal Society of Teachers in 1929. This lasted until 1949 when the register and council were abolished by Order in Council. It was during this optimistic post-war period that the concept of a Teaching Council welding unions and associations together in a professional self-governing body first surfaced, and led to a series of meetings in the late 1950s between the principal teachers' associations. An informal joint committee then formulated broad proposals focusing on how a General Council could acquire control over entry into the teaching profession as well as control over the standards of entry, the sole right to grant recognition as a "qualified teacher" and control over professional discipline.

Hope of statutory status was rekindled after discussions between the associations, local authorities and the Department of Education and Science prompted the Secretary of State to set up a Working Party under the chairmanship of DES representative Mr (now Sir) Toby Weaver. Critics suggest that it was not so much the mounting pressure that spurred the Government to action as the successful Teaching Council of the Scottish General Teaching Council some years earlier in 1965.

It is also ironic, says Mr John Sayer, chairman of the UCET steering group, that, considering how today's teachers are subjected to constant governmental homilies about the quality and standards of education, it was the Government which resisted attempts in the 1960s to prescribe standards and supply because "it feared too high a standard for the time".

One step ahead over the border

The latest English moves will be viewed with benign complacency north of the border, where the General Teaching Council for Scotland prepares to celebrate its 20th birthday in February.

The GTC was first proposed in 1963 by a government committee of inquiry, after many years of complaints within the profession about the number of unqualified teachers in school, and teachers' desire for a stronger voice on educational matters.

It has 49 members, 30 of whom are elected. The electorate are the 80,000 teachers registered with the council, excluding principals of the colleges of education. The elected members include 11 teachers from primary schools, 11 from secondary schools, three from further education colleges, and five from the colleges of education, four of whom are college principals.

There are 15 appointed members: four representing the Convention of Scottish Local Authorities, three from the Association of Directors of Education, four from the Scottish universities, two from the central institutions, Catholic Church, the Secretary of State for Scotland nominates the four remaining council members.

The GTC is required by statute to maintain a register of qualified teachers, to advise on teacher supply, to oversee standards of entry to the profession, to advise on teachers' training and qualifications, and to consider cases of professional misconduct, with the power to strike teachers from the register.

The council operates largely through a series of committees, which include a probation committee which monitors new recruits during their two year probationary service; the education committee, which is concerned with entry standards and new subject qualifications; the



Mr Ian Morgan



Sir Toby Weaver

Softly, softly... for 100 years

numbers needed for recruitment".

He also sees this as lying at the root of Weaver's main weakness: the failure of the report to recommend that a GTC be entrusted with the whole responsibility for advising on or regulating the management of teacher training and supply. Where the report fell far short of heightened expectations was in its decision to recommend separate bodies: "one whose main function would be to act as the organ for professional self-government... and the other to advise the Secretary of State on the supply and training of teachers."

The latter recommendation found expression in the Advisory Council on the Supply and Training of Teachers, ACSTT, later to become ACSET, but the former found disavowal with the NUT who rejected the proposals because such a truncated council as envisioned in Weaver gave the "illusion but not the reality of self-government" - the words of NUT general secretary Fred Jarvis. All of the other unions maintained the NUT rejection was based on the fear that the union would not have majority membership - a claim which was dismissed by the NUT executive, but contributed to inter-association tensions and remained a major obstacle in subsequent negotiations, in the late 1970s. A new initiative by the College of Preceptors in 1981 was stifled by the lack of interest exhibited by the Secretary of State, in spite of repeated Government assurances that it would respond to united, clear agreement across the profession.

In the light of this historical perspective of frustration and failure, one might well ask why the present initiative - launched at the 1983 UCET conference in Oxford - should succeed.

In the first instance, the move comes at a particularly appropriate time. It has coincided with the impact of the Council for the Accreditation of Teacher Education (CATE) as a non-representative offshoot of ACSET, established to apply recommended criteria for initial teacher training, and because it is uncertain what future ACSET or CATE will have. ACSET was placed on ice at the end of March this year, and CATE's limited three-year life span ends in 1987, the target date set by the working party for constitution of a General Council which has the support of all key educator and teacher associations.

Secondly, it has been accepted from the outset that the Council should be the statutory independent professional governing body for the most important service - this conception moving away from the narrower 19th-century idea of the teaching profession as a closed shop. Far from dividing schoolteachers from the employing authority's officers and advisers, the council would represent the interests of all.

Thirdly, the working party has sought to gain consensus, along with Her Majesty's Inspectorate, teacher-union leaders, school heads, educationists, and further higher education bodies. The council has sought to gain consensus on the role, functions and responsibilities of the council before tackling the sensitive and contentious issues of composition and representation. Wary of stumbling yet again, the teacher associations party to the talks have adopted a more markedly flexible approach and in most instances have been prepared to make concessions on points they previously would have considered insurmountable.

By September this year, most associations had formulated their response to the consultative document drawn up

visitation committee, which checks curricula and facilities in the education colleges; and the exceptional admissions committee which deals with applications for registration from teachers educated and trained outside Scotland.

For the past 13 years, only teachers registered with the GTC have been able to be employed by local authority and grant-aided primary and secondary schools. The council has been urging the Scottish Secretary, so far unsuccessfully, that this should be extended to further education colleges and colleges of education.

The GTC has operated by and large successfully over the past two decades, although it has been rocked by two notorious incidents.

In one, the Court of Session quashed a GTC decision to strike off a headteacher, criticizing it for not having followed correct procedures of evidence.

On a more wide-reaching issue, the GTC in 1980, advising the Scottish Secretary on teacher supply, unexpectedly urged him to axe the smaller colleges of education. It argued that annually reduced intakes were weakening the system. Three months later, the Government announced it was to axe two and merge another two of Scotland's 10 colleges.

There was considerable bitterness about what was generally considered the GTC's overstepping of its remit, particularly as a prominent member of the supply committee was Dr Tom Bone, principal of Scotland's largest education college, Jordanhill.

The GTC was firmly told it should be above suspicion, like Caesar's wife. For ordinary teachers, however, the council is more beyond their ken, except when they have to pay their annual £3 registration fee.

Olga Wojtas

A multitude of questions

Karen Gold reports on an ESRC conference on crowd behaviour

by the working party. It was agreed that a GTC should be a statutory independent governing body for the education profession, but that salaries and conditions of service should remain the concern of employers' associations/unions. As negotiations, the GTC would:

- determine minimum requirements for entry to initial teacher training, social and moral decline, and the Department of Education spokesman killed in the Tottenham riots currently has this responsibility, loomed over the deliberations of well as determining principal scientists in a conference on applied in devising select violent and crowds.

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- define a code of professional conduct (at the moment nobody in 1981 came the inner city riots, although various and self was also under fire. By 1983, in disciplinary procedures: the process of metamorphosing into

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Education in Scotland, unsuccessfully proposed in 1981 that there should be a national authority to plan and fund advanced education outside the universities.

Instead, the Scottish Education Department consolidated its power by bringing the two largest local authority colleges under its direct control as central institutions.

he saw no need to be there. So had Sir Kenneth been there to listen instead of to defend himself, what would he have heard? The research groups' findings divided into two kinds: those that would directly inform policy because they dealt with how crowd violence erupted and how policing might be improved; and those which were intended to contribute to greater understanding of crowd behaviour, through historical context, political and comparative analysis.

The "nuts and bolts" research came from Mike Chatterton, of Manchester University's department of social administration; a study of the role of sergeants as "front-line" police supervisors in London and Merseyside.

Police sergeants spent less than two hours patrolling on most tours of duty. He found, despite a majority when questioned saying a good sergeant should spend at least a quarter of his time doing street supervision.

Policing quality would improve if more supervisors were on the streets, was the implication - queried at once by the Home Office representative who doubtless saw the pound signs clicking up before his eyes. But constables were jealous of their autonomy on the streets: more research was needed to make sergeant supervision acceptable to improve encounters between police and public. Chatterton's presentation was the only one to provoke questions from the police.

The other project with direct policy implications was one by a Sheffield City Polytechnic team, looking at public disorder incidents like those during the summer of 1981 and the recent coal strike. One example was a mini-riot in Sheffield city centre, sparked off by a policeman's order to clear a queue of people from their cassette player.

Factors which would promote disorder included clashes of culture or "rights" between two groups such as miners and police; particular climates which might encourage riotous and

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Some may believe STEAC to have been naïvely foolish in not only recommending, but extending, a move which has already had an official veto.

And the universities are plainly divided over coming under Scottish Office control: the SED, still engaged in a protracted battle with the teachers, is likely to prefer the status quo to tangling with another disgruntled sector.

However, if the Scottish Office re-jects STEAC's proposal, it will have an

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Police advance under attack from petrol bombs and rocks in Ralliton Road, Brixton, July 1981.

suspicion, such as media attacks on a group, the political climate which might leave less room for manoeuvre; individual incidents which become symbolic and are perceived by one side as a willful attack by the other - an attack on a policeman, an arrest for previously acceptable behaviour.

Of four kinds of disorder - industrial, political, community and sporting/leisure, only the latter increased over the 75 years. All others peaked in the early years of the century, and remained low relative to that since then. Violence was increasing now, but was still only at the level of the 1930s.

What had changed, since Mr Tebbit's "post-war funk", was public tolerance of violence. Murders and assaults on policemen earlier in the century were given indifferent treatment in the Mercury; in 1920 a fight between a

communist and four navvies, with numerous onlookers, was headlined "Thrills for crowds".

Public order offences - except those beyond the political pole committed by suffragettes - were often treated leniently: a magistrate dealing with a woman accused of disorderly conduct at a political meeting asked her what her protest was about, and finding he agreed with her told her her politics were sound and the case dismissed.

The result of all this was more questions than answers, for policy-

makers, but questions of a widely varying kind. Questions of policing practice - supervision, negotiating flexibility in the face of crowd violence - are relatively simple compared with the question of why, when we apparently do not live in particularly violent times, we believe that we do?

Why, as Lord Scarman - who was there to chair the conference and hear his own report criticized - asked, has public tolerance of violence changed?

And questions for the ESRC to ask itself. The type of crowd violence that was almost never discussed during the day was football hooliganism. Yet in some ways public policy perceptions have come full circle: from the 1978 concern that led to the SSRC's talks with the Sports Council to the current Government initiatives at football grounds.

The studies as presented had been substantially caught up in the events of their duration: the riots, street life, the miners' strike. (Although the Leicester team has published widely on football hooliganism). So where does it get you, expecting social science to be useful? When the subject you cover may be yesterday's news, and the answers with long-term perspective - that we are not really a violent society at all - not the ones that policy-makers (or the public) are ever likely to accept?

and available for trouble. The sixth study was an historical one: researchers from Leicester University looking at the pattern of street violence this century as depicted in the pages of the local evening paper, the Leicester Mercury, from 1900 to 1975.

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Keith Reader ponders the viability of French studies

Franc exchange of values

The study of French has long formed a part of the curriculum of the British higher educational curriculum, yet relatively little consideration seems to have been given to the specific place it occupies.

Debates and developments have tended to concentrate, as with the state of non-literary degrees, in the 1960s and 1970s or the forthcoming Nuffield report on the teaching of languages in higher education, on how the study of a foreign language can be made more "relevant" - which usually means more of an asset on the labour market. This is undeniably important, but has perhaps foreclosed discussion of broader general questions to do with what exactly "French studies" are and their place in relation to other disciplines.

This place, in the present climate, is somewhat anomalous. French clearly does not enjoy the centrality and prestige of history, philosophy, or English; the fact that the discipline has never produced a Nobel or an A. J. P. Taylor, a Russell or a Wittgenstein, or an F. R. Leavis or MacCabe affair is proof enough of that. Yet its more obvious marketability means it is probably less menaced by the Government's philosophy of redneck vocationalism than its more prestigious rivals.

This is not to say that French has an easy time ahead, for on many of the degrees set up in the 1960s and 1970s it is taught in tandem with one of the social sciences as executed by Sir Keith Joseph. The Government would undoubtedly prefer French (and other modern languages) to cohabit with disciplines such as business studies or computing, which means that there will be pressure on them to assume a more vocational, if not overtly servicing, role.

This, after all, fits in one way with French's relatively low intellectual and academic prestige in the humanities, which in turn makes it difficult for those who teach it to defend the very areas of their work by which most of them set the greatest store. One reason for this is that the umbrella term

"French" covers two separate but overlapping disciplines, interference - even sometimes hostility - between which makes the mounting of a unified defence extremely difficult.

The study of French literature pre-dates that of French politics, economics, and society by the best part of a century, and the Society for French Studies has now held 26 annual conferences as against the mere five of the Association for the Study of Modern and Contemporary France. French has been a dominant fraction of the humanities for far longer than it has been a dominant fraction of area studies, and it is important to understand the implications.

The glaring weakness of "humanities" French has long been the lack of rigour in its self-definition. Its place as the dominant modern language at all levels of the educational system is generally justified by platitudes about the need to understand the language and culture of "our nearest neighbour". The flaw of this approach is that it bears very little relation to French as it was actually studied not so long ago in many - perhaps most - universities. The decontextualized adulation of what was decreed in mandarin fashion to be great books (not even "major texts" - that would have been much too avant-garde), lectured on and reproduced by the students entirely in English with often only the most perfunctory genealogy to social and historical factors, could be cast off as "French studies" only through flagrant misuse of the term.

Yet that was all too often what went on in British universities, and it was not surprising that the status of the discipline was a lowly one, for it was manifestly inferior to English among the humanities, and not to be taken seriously as a linguistic apprenticeship.

If there were no articulated *raison d'être* for French other than geographical coincidence backed up by its historical counterpart, there was, nevertheless, an unspoken, common attitude or ethos underlying the discipline and helping to maintain its subordinate position. This ethos would call the ethos of compromise.

seurship, distilled in the countless poetaster banalities about *la beauté de la langue française* uttered by men and women who would have been barely capable of ordering a coffee on a dry-trip to Cézair.

The Comédie Française alexandrine, the iambic pentameter, the Balzacian or Hugolian period were rolled around the palate like so many *grande crûte* classes, and it is not hard to see why the necessity of the undergraduate visits to France for those lecturing in French, was simply not perceived. Masterpieces - oenological or literary - can and do, after all, travel well.

Compared with history's implied claim to understand the past, or that of English post-Richards and Leavis to give a peculiarly privileged access to life-enhancing values, the French ethos of connoisseurship (especially as it was a largely unconscious one) seemed less than satisfying. The subaltern status of the discipline was also reflected in the high proportion of female students (or, as they were then known, "girls") that, by a process of self-selection, it attracted.

Life and world-changing disciplines were the province of the male; women, meanwhile, embarked upon a French degree as an intellectually respectable alternative to finishing school.

This sorry state of affairs began to change 15 or so years ago under two very different kinds of pressure. One came from the rapid rise of the "area studies" type of degree, which attracted far more male students and at times seemed almost aggressively anti-literary in its approach.

I think of one northern city where members of French staff at the polytechnic were actually proud of knowing nobody in the - admittedly ultra-traditional - university French department.

Suddenly, people became aware that there were good jobs to be had with qualifications of this kind, and to this day among the very few deplorable in the academic world are well-qualified candidates to teach the French language who are not.

Many, on the other hand - such as the spread of courses in film, the visual arts, or the wave of interest,



Sartre... helped establish Paris as intellectual capital

symptomatically starting in English departments, in critical theory and its outcropping into such areas as film studies or French "thought" (which is really philosophy, but dares not say so for fear of frightening the students).

It is surely no longer possible, as it was in my Cambridge undergraduate days, to study "French" without realizing that there is a very important sense in which - at least since Sartre, a *fortiori* since Foucault and Lacan - Paris is the intellectual capital of the European world. Between the devil of Roland Barthes and the deep blue sea of Fifth Republic institutions, the ethos of connoisseurship found itself under belated, and surely necessary, pressure.

Many of the changes that have taken place as a result, such as the now almost universal undergraduate year abroad and the tendency to give more classes in French, are desirable both in themselves and for the future of the discipline, whose practical applications they enhance.

Many, on the other hand - such as the spread of courses in film, the visual arts, or the wave of interest,

either to a dilution of specialization to an evasion of the discipline's rigourous self-scrutiny.

A course on French film preparation and scholarship of rigorous as one on the 19th-century novel, and to pretend otherwise do both film and French is disingenuous. More importantly, simply to the disciplinary rubric from "literature" to "French culture" does not necessarily treat it as though it did. It is to all-important questions of "French" actually is and how to teach it to other humanities disciplines modern languages, and its (potential) transdisciplinary laws.

These questions are not of a receive once-for-all answer needed to be posed ceaselessly in a manner of institutions and French is to defend itself against a time of austerity and retrenchment.

The author, senior lecturer in French at the University of Exeter, is also a writer of fiction.

her of copies sold. The mid-higher-priced to high-priced paperback to hardback fluctuates good deal, new titles and republished but not backlist titles covered but not backlist titles average length of books varies there are changes in price.

However, all the indices strongly that book prices are ahead of general inflation in the past decade. Mid-1983 to mid-1984, the book price index rose 10 per cent, while the general index rose 10 per cent, way in excess of the effects have not been spread, and academic book prices have risen exceptionally fast of late.

The effects have not been spread, and academic book prices have risen exceptionally fast of late. Susan, a 29-year-old Sussex student, indicates an average of more than £20 in 1983. The definition of "academic" is standard English preconceptions of American rary Association indicates that and Americans, was right, difficult though it is to see and chemistry books for the English to see foreigners as anything but are exceptionally other than unbelievable and unreal, the more so while other book categories the service of a less familiar culture.

I had travelled to the United States with a suitcase full of books, but also too many of the usual preconceptions and expecting the universities to be by and large a celebration of virtuous mediocrity, where everyone has to win and everyone has prizes, not least the teachers, or "faculty," whose indiscriminate assumption of the title "professor" renders that rank the equivalent less of a jewel in the crown than a pebble on the beach.

Coincidentally, the fictional *Jewel in the Crown* was being shown on American television, and it was a passing fancy for things Indian that explained the restaurant in Northampton, bringing the town more into line with its English namesake. But it had greater claims to fame, not least as the home of President Calvin Coolidge, whose one and only aphorism was that "the business of America is business". Ronald Reagan's America mirrors Coolidge in its sloganizing promotion of the rich, the adventurous and the strong; in its evocation of the "American dream", of individualism regained and of the freedom to win and thus to be esteemed, and the freedom to lose and thus to be dismissed. Moreover, lest it be doubted that such values were to be universally applied, one recalls a television announcer's timely reminder that "Handel didn't get rich

negotiated.

The author is principal lecturer in economics at the University of Exeter.



Quiz of the years

For the year's turning, we're offering prizes of £20 book tokens to the first three correct - or most nearly correct - identifications of these passages. Author and book, if possible. There's no very obvious figure in the carpet, beyond the fact that each passage prominently mentions a date; some are topical; others are awash with internal clues. If you know or think you know whence they come (and past experience suggests inspired guessing is worth the effort), answers by January 20 to *The Times Higher Education Supplement*, St John's Lane, London EC1M 4BX. Mark the envelope "Competition".

Ann Dom

From north to south the sign returns And becomes burn again.

We ought, I think, to say in civil terms: 'You be damned' (Parliament to Russell?) Chas. H. Adams) 'And how this people CAN in this fifth et cetera year of the war leave that old et cetera up there on that monument?' H. G. to E. P. 1918 Lex salica lex Germanica, Antoninus said law rules at sea

A By 1965, the year in which I became a leader of the Opposition, I was almost 60, and again I was being told that I could not go on indefinitely at the pace I had been living for the past 20 years if I wanted to carry heavy political burdens in the future. We began to talk boats and how to sail them...

B On the 4th of November 1827, I sailed from London, accompanied by my son and two daughters; and after a favourable, though somewhat tedious voyage, arrived on Christmas-day at the mouth of the Mississippi. I never beheld a scene so utterly desolate as this...

C I was born at Walthamstow in Essex in March 1834, a suburban village on the edge of Epping Forest, and once a pleasant place enough, but now terribly cocknified and choked up by the ferry-builders.

D Adjustments in higher education have been needed now. More will be required as a result of the decline in student numbers that is to be expected in the 1990s. The years between now and then allow opportunity to plan for that situation constructively and to resolve other outstanding policy questions. It is not improbable that some institutions of higher education will need to be closed at some point during the next 10 years.

E The Oval or Villa Park. The crowns of hats, the sun On moustached archaic faces Grinning as if it were all An August Bank Holiday lark

F Never such innocence, Never before or since, As changed itself to past Without a word - the men

G On the 1st of September, in the memorable year 1892, someone was expected at Transome Court.

H From Cleve to heaven the beacon burns The shires have seen it plain

The thousands of marriages Lasting a little while longer: Never such innocence again.

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A semester at Budweiser State

from the song (sic) *Messiah*.

Notwithstanding its location in one of the politically most liberal states, my university was pretty much pervaded by a corporate ethos, with faculty rigorously mind-numbing, taking committee assignments seriously and shuffling a fair amount of paper between each other's "offices". One sought to conform, at least to the extent of posting up one's "office hours", permitting oneself the small indulgence of an English preference for ambiguity, viz: "I should be available at the following times..."

What might seem to an unreflective English eye a somewhat petty bourgeois earnestness is harmless enough and indeed excusable, given the American stress on redemption through work, but it is the harder to bear when yoked to a weak appreciation of irony and an absence of (an admittedly English penchant for) self-mockery. For a most compelling example of this trait, let me turn to what became the semester's *cause célèbre*, one had to thank Catherine the Great and the sensibilities of Suzanne, a lesbian graduate student. The latter, in a seminar on the Russian empress as having said to the younger woman, I might be less prudent", the quotations coming from the writings of Harold Nicolson and cited by him as an example of "boudoir diplomacy".

The reference drew laughter from some graduate students but at the end of the seminar the woman student objected to what she termed sexist humour. Another student, by the name of Steve, then circulated a list of "acceptable" tasteless jokes with an ironical commentary and this publication was in turn circulated to faculty members by nine feminist students who put

his home from then on. In 1929

It was 1892, Shigekuni Honda was, while still a law student at Tokyo Imperial University, he had passed the judicial civil service examination, after graduation he had been given a probationary assignment as a clerk to the Osaka District Court. Osaka was his home from then on. In 1929

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he became a judge and, last year, having already advanced to senior associate judge of the District Court, he had moved to the Osaka Court of Appeals to become a junior associate judge. (Translation)

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moreover one felt it was less the silly season than for the course.

For the majority of students the university was less a place to acquire for political causes, let alone pursue knowledge for its own sake, than an educational supermarket where one sought good grades - an entirely understandable preoccupation given the stress on one's final "grade point average". Nor is it remarkable that in a society based on consumption, university education should be merely another consumer good, with the product returnable if the grade is below the customer's expectations. Not that grade hustling is to be dismissed, involving as it does the diverting spectacle of a long line of Victoria Principals beating a trail to one's room to wangle a higher mark. "Tracy," I heard myself saying at one point, "you have the prettiest face in the class, but it doesn't get you any marks."

This is certainly not to belittle my university, which was ranked among the top third of state universities and rated a "hot school" in a guide to American colleges. Culturally broad reservations fade as one recalls students like Laura, whose activist commitment and vitality outshone the glib charm of the plastic lovelies gracing the front row of the lecture class (the roar of the grasspant, the smell of the crowd); and the departmental chair, memorable for wintry headgear making him resemble no one so much as the late Richard Golden when playing *Mole in Toad of Toad Hall*, and for his remark on seeing my course assessment scores - "We should have paid you in glory, not in money." Unforgettable too the many kindnesses and generous hospitality and, not least, Susan for her advice across the table in Northampton.

Byron Criddle

The author is senior lecturer in politics at Aberdeen University.

Keep turning up the volumes

Peter Curwen on the current state of new book production

The recession of the early 1980s put only a temporary brake on the outpouring of new books. In 1983, the 50,000 mark was passed for all titles in aggregate, a performance more than matched by a record 40,000 new publications in 1984. Output for January-June 1985 strongly suggests that new records may be established in both categories for 1985 as a whole, since title output tends to be concentrated towards the latter end of the year.

The only uncertainty arises in that 1984 was an exception to this general rule. The year 1983 was unusual for imports, especially notable for the appearance of the University Press of America with respect to new titles (and of Haskell House with respect to reprints) which between them contributed more than 3,000 titles to the 1983 total. The absence of a similar experience in 1984 did not, however, prevent new records being broken. In some ways, 1984 was a relatively

stable year. Of the 100 imprints which produced the greatest number of new titles in 1984, 82 had appeared in the equivalent table for 1983. The comparable figures for the previous five years ranged from 73 to 79, the lowest figure representing the number of 1982 top 100 entries still in the top 100 in 1983.

In effect, therefore, the most volatile year in recent memory was followed by the most stable. In 1982, the 25 new entrants into the top 100 new-title producers included 24 foreign-based, predominantly US imprints, while only 11 of the 25 which dropped out of the top 100 were foreign-based. In 1983, by contrast, 20 of the 27 which dropped out were

foreign-based as compared with only 15 of their replacements. The balance between UK and foreign-based imprints among the top 100 new-title producers was:

	UK	Foreign
1980 82	38	38
1981 67	33	33
1982 64	46	46
1983 59	41	41

In 1984, 12 of the 18 imprints which dropped out were foreign-based, a slightly higher ratio than for their replacements. The balance was thus once again restored to its 1980 level.

The figures for the first half of 1985 suggest there will be rather more changes among the 1985 top 100 as compared with 1984, but the two biggest title producers during January-June 1985 which did not appear in the 1984 top 100 were US imprints already established in the UK, neither operating on a grand scale.

According to *The Bookseller*, Haworth Press of America has recently brought several hundred titles into the UK. But it seems reasonably clear that the boom in US imports is now over, and that in the future much will depend on the limited ability of the likes of European and IBD to entice foreign imprints to buy into their distribution networks, and on the exchange rate.

If we cannot pin down the continuing surge in new title output to an influx of imports, why is it taking place? With the exception of the University Press of America in 1983, the most recent two full years of record-breaking output do not appear to have resulted from the creation of exceptionally large imprints.

The 1985 position is still somewhat unclear, but the distinct tendency for

clustering to occur below 500 new titles per annum is likely to be repeated. On the other hand, it would be surprising not to see a record number of imprints producing over 50 new titles in 1985 if the January-June figures are anything to go by. Despite this buoyancy among the moderately large imprints, we may also note that whereas the top 100 imprints produced 49 per cent of new titles in 1981, the equivalent 1984 figure was unusually low at 46 per cent.

Clearly, therefore, the recent period has seen a generally bullish approach by smaller imprints. All in all, the most reasonable conclusion that can be drawn is that imprints right across the size range have been busily churning out new titles to cash in on our apparently buoyant market.

We may ask with justification whether UK citizens, not among the world's leading book buyers, really want 40,000-plus new products each year, and whether this creates unnecessary and uneconomic duplication, and if academic publishers in particular may be tending to reduce print runs in the face of over-production of titles while simultaneously pushing up prices to compensate for the increased overhead carried by each book.

There may be concern that libraries are often paying huge prices for hardbacks simply because it is more profitable, and less risky, to do a high-priced, very short print run destined for libraries than a low-priced long print run destined for students.

Interpreting pricing data for books is frankly rather difficult. All existing indices are based on arithmetic means, calculated on the basis of titles published rather than the num-

Book title output in the UK						
	1980	1981	1982	1983	1984	1985
Total title output	48,156	43,083	48,307	51,051	51,555	N/A
New books	37,382	33,698	37,947	38,980	40,246	N/A
January-June	24,156	21,081	22,828	22,440	23,301	24,584
January-June - new					18,088	18,926
% change January-June		-13.0	+8.5	-1.7	+3.8	+8.6
% change all year		-10.6	+12.1	+5.7	+1.0	N/A
Number of new books per imprint						
	1980	1981	1982	1983	1984	1985
Number of new books						
1000 +	0	0	0	1	0	0
900 - 1000	0	0	0	0	0	0
800 - 900	0	1	2	0	1	1
700 - 800	1	1	1	2	1	1
600 - 700	4	3	2	2	1	1
500 - 600	1	1	1	1	0	0
400 - 500	4	3	3	3	4	4
300 - 400	2	3	3	3	7	7
200 - 300	10	11	8	8	11	11
100 - 200	47	38	56	44	47	47
50 - 100	96	81	82	86	93	93
Total	164	141	198	151	165	
of which:						
over 100	69	60	74	85	72	
over 200	22	22	18	21	25	

Harold Silver

The dangers and importance of historical conversion

At 13 I was compelled to choose between geography and history and, since I enjoyed drawing maps, chose geography. Neither at school nor anywhere else was I ever to obtain a qualification in history, and felt not the slightest discomfort about it - until I discovered history at the age of 27. I am reminded of all of that by a discussion of the abandonment of history for social studies in the United States, contained in a new book by Diane Ravitch - *The Schools We Deserve*. Ravitch, a prominent historian of education, describes how, by majoring in political science at college, she compounded the flaws in her high school education, and eventually turned to the full-time study of history.

"My continued interest in contemporary issues," she says, "made me a historian; there was simply no other intelligent way to understand the origins of our present institutions, problems, and ideas. As a latecomer to the study of history, I am - like all converts - a zealous advocate."

Academic life is littered with zealous escapees, renegades and converts. Some of the most exciting history of education in the recent past has in this country come from travellers who have entered the territory from sociology, from evaluation, from classroom analysis.

My encounter, simultaneously through a history of education course given by John Lawson, and the enthusiasm of John Saville in pointing me to social, labour and radical history, was a passionate one. I was at 27, not 13, and I was not a convert to a new religion, but to a new way of seeing the world. The passion and the zeal of the conversion were, as always I suspect, contaminated with excesses of certainty and

Obsessive passion can assume the rightness of the single narrative

arrogance. If historical perspectives are incredibly complex for children to take hold of, they can seem unbelievably over-simple to the adult convert. History, in the adult adoption, can too easily become "the history". Whether as genealogy, an antiquarian interest in royalty or porcelain, popular biography or local history, the obsessive passion can assume the rightness of the single narrative and the obvious explanation. Liberation from the present runs the danger of imprisonment in the past.

Nevertheless, the liberation is important and exciting. I found 19th-century radicals of various kinds enthusiastically exploring their radical pasts, building their own visions of the future on images of Wat Tyler or William Tell or Tom Paine, the realities, in the adult adoption, can too easily become "the history". Whether as genealogy, an antiquarian interest in royalty or porcelain, popular biography or local history, the obsessive passion can assume the rightness of the single narrative and the obvious explanation. Liberation from the present runs the danger of imprisonment in the past.

One of the dangers of historical zeal is, in fact, what some historians of the 1960s labelled "presentism", allowing historical explanation to be determined by dominant questions of the present, questions themselves determined by the prevailing power structure of the society. It is, of course, true

that history may be seen through a tunnel, as if there were no lost causes, past confusions, unwelcome complexities. It is possible for historical effort to be distorted by unquestioned contemporary concepts, but in this Ravitch is right: there is no better way to understand the present, and while it is crucial to be cautious about our motives and understandings in the present, that is where the passion of history begins.

All of which inevitably means controversy about the nature and position of the history in schools. The thought prompted by the Ravitch discussion and my own experience is not, however, about the position of history in the school curriculum - interesting though that story is. Whatever the approach to school history there will inevitably be those who pass through it or pass it by without being touched by it, even with the best of teachers, the best of materials, the best of practices. We have no shortage of vivid examples of context-creation in which adults can re-encounter and be set alight by some contact with history. Politics and the church, university extension classes and the Workers' Educational Association, local history groups and history workshops - the range is great. But there are major limitations to be confronted.

The first is the isolation of history as a popular activity. Programmes are labelled "history", and you are either pre-prepared for entry to the days of the Raj or controversy over the history of television temptation is via the personal drama, the historical distance, the building of historical mythologies as remote from "contemporary issues" as *Star Trek*. It is not that there are no connections with the present, but that the medium establishes the label of "history" (or "science fiction") and an emphasis on its distance from present concerns. Historical biography, house histories, the hero as history, can do the same, providing encounters with history that carry no sustained messages, or questions.

The second of our limitations is therefore perhaps the isolation of the historian. Some people, of course, have to teach historians, write for historians, be historians, but there ought to be a contractual obligation on all historians to appear in unlikely places, teach (preferably in tandem) with people in other disciplines, on

The obligation should be to offer provocations

courses with other labels. The obligation should also be to write in non-historical journals, to offer provocations, insights, clarifications - and necessary confusions - to awareness of the present.

One of the arguments for teaching history - and Sir Keith Joseph was not the first, though one of the most recent - to promulgate it - has to do with communicating a sense of "our traditions". The Norwood report on the secondary curriculum expressed the sentiment, with some care, during the Second World War. History, it suggested, had been recognized as a record which "should be related at suitable points to the present". The war had accelerated that process of recognition "and the obligations of teachers of history have become increasingly apparent". There are immense dangers of ideology and "presentism" in such an argument, as the zeal of the latecomer - but the dangers are less, and more readily faced, than those of giving history merely the romance and the irrelevance of distance.



Shouting louder than the opposition

In common with many other organizations it has taken a crisis for the university sector as a whole to wake up to the importance of public support. For those of us who are professionally involved in public relations there is some satisfaction now in seeing the coverage given to it in *The Times* and in papers of the CVCP. However, the public relations function is less good at fire-fighting than at fire prevention. It is most successful at the prevention of crises which lie two to four years ahead rather than at providing immediate correction.

It might well be that the 1981 crisis could have been averted if the CVCP had heeded warnings given to it in the mid-1970s.

In a paper dated August 1975 a group of university PR people prepared a plan for co-operative action by the universities. As part of its rationale it said: "In the current financial crisis (sic) facing the country, the universities cannot expect to escape the strictures being imposed on all sections of public expenditure; nevertheless the case for their maintaining a fair share of the reduced expenditure needs to be appreciated by all parts of the Government and by the public at large. Indeed it can be argued that at least some element of growth must be allowed if the universities are to maintain their progressive nature."

Looking at the need for broad public support it argued: "Universities have so far directly benefited relatively few of the people who pay for them, ie the taxpayers. Their continued support and goodwill is essential for the maintenance of quality of British universities... national investment in British universities is very large."

- Among the activities proposed were:
 - opinion research to monitor public attitudes
 - a network of information offices to deal with initial enquiries about the university system
 - media relations
 - publications
 - a programme of influential visitors from home and abroad
 - planned liaison with bodies such as the Central Office of Information, the Foreign Office and the British Council
 - displays in national exhibitions
 - a programme of films on student life, research and other topics
 - collective advertising
 - direct mail
 - secondment of Government officers to university staffs.

To coordinate all this activity there was a proposal for setting up a British universities information bureau with a permanent staff and a budget funded by contributions from each university. When this paper was presented to the Standing Conference of University Information Officers for discussion some members felt that its chances of being accepted by the CVCP were low because it might be interpreted as a

John Greenall calls on universities to silence the critics and develop a campaign to bolster public support

threat to the autonomy of individual universities.

As a result, a watershed date in CVCP in 1976 but even its tactically worded recommendations were not enacted. The lesson is now surely plain. All the proposals recently put forward by the CVCP's public relations committee must not be allowed to remain simply as talk. Action has to be taken. The universities need to look at the situation that lies ahead. Will a Conservative government be returned in 1988 - or earlier? If so what will its higher education policy be? If a Labour or Alliance government is returned, what will their policies be? What developments in the rest of higher education are likely to have an impact on the universities?

What can the universities do to ensure that there is a better understanding of their role among the general public and support for them? It is reasonable to expect that the majority of funding will continue to come from the Government? If not, what will be the future pattern of funding?

Underlying all these questions are the three big ones: what do people generally know, feel and care about the universities? Perhaps the answers can be deduced from the big silence of 1981 but a more accurate measurement is needed by means of an opinion survey as is suggested in the proposals currently before the CVCP.

Until it is known for certain where lie the strengths and weaknesses of support for the universities, there will have to be guesses about what are the most appropriate forms of public relations action to take. Opinion surveys can give the clues.

But whatever the form of action, a public relations strategy needs to be determined and agreed without further delay. The time is over for being nervous about interfering with individual institutions' autonomy. Certainly each institution has its own individual interests to foster but equally there is a vast amount of common ground to promote collectively.

While the CVCP has been debating and wondering, the AUT has gone ahead with its own PR strategy for the university sector. I believe that the CVCP should either support the AUT in its endeavour or alternatively to come up with a programme which is complementary to it. Both "employers" and "staff" have mutual interests in ensuring that the public

understand and appreciate the role of the universities.

The task of winning public support should be an easy one. Education is surely regarded as "a good thing" although accusations against the business, lack of realism and industry are not uncommon, those accusations which provide education potentially earn respect.

The British universities are at a crossroads. They graduate more people a year at a high standard than any other sector of the economy. They are a source of knowledge, they enter for society's needs; they enhance the intellectual quality of life in those parts of the country where they are sited.

The messages are clear. They are to be transmitted to the public. They are to be seen, heard, understood, and acted upon. They are to be seen, heard, understood, and acted upon.

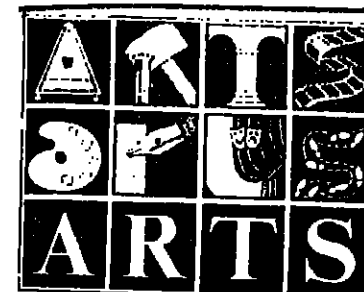
If the criticisms are not valid the public misunderstanding prompts them must be removed better communications. The PR process will also reveal which society needs or wants.

By setting up its new public relations committee the CVCP has taken an important step forward. The committee's membership includes public relations expertise from within and outside the university sector. This is a positive step. The proposals it has produced should not be allowed to languish. They should be put into action. Making the proposals a reality will need to have a commitment from the CVCP to ensure that the proposals are implemented.

If the outline strategy lacks dots over the "i"s or few crosses under the "x"s, it should not be allowed to languish. It should be put into action. Making the proposals a reality will need to have a commitment from the CVCP to ensure that the proposals are implemented.

If the universities want to start now, they should start now. They should start now. They should start now.

The author is director of public relations for the Open University, formerly of the Institute of Public Relations.



Student theatrical costumiers

Since Tito Gobbi directed a show at Wimbledon School of Art in 1980, the college has had a reputation to maintain. One of the assets of 40,000 square feet of highly equipped theatre accommodation that forms the bulk of a new building programme is that it will undoubtedly be luring in professionals.

But the school's extension also symbolizes a climax in 20 years' aspirations for theatre activities in the college, as well as a milestone in the evolution of its two-year theatre wardrobe course.

Theatre design at Wimbledon goes back to the late 1930s when Morris Kestelman instigated one of the first trainings in the country. A theatre workshop was built and the BA (Hons) established in the mid-1960s. Then one student wanted to extend an interest in costume and her needs formed the basis for a wardrobe course that has grown up piecemeal, through observation and practical application to its first full intake as a CNA diploma subject in September 1983.

Initially, some felt that theatre wardrobe would be a poor relation to theatre design. But internal faith has been justified, and the two courses, providing unique outlets for each other.

Both fall under the theatre department, but costume design is the more "artistic" of the two. It is the cultural implications demand contact with related disciplines like music, dance, film and literature. Yet it is the dual emphasis, on design and production, relating craft skills directly to an interpretive medium, that is Wimbledon's forte.

The theatre wardrobe course begins with practical work, with sewing on hook and eye, but before long students are introduced to innate problems of making costumes for performers - encapsulated by the opera singer whose buttons fly as his chest expands for the first note. Then everything is speeded up to meet outside demands. A final exhibition of this year's students' work will be shown at an annual parade at The Barbican this month.

Professional collaboration is exploited at every opportunity. The teaching staff are steadily active in national theatres, students work with international companies such as the Handel Gesellschaft from Göttingen, and Greta Chute Libre of France, as well as the Royal College of Music, Royal Academy of Dance, the National Open Studio and the Rambert School. There are imminent plans to design for Britain's *Albert Herring* at the Aldeburgh Festival and a large open-air theatre project at Frankfurt.

Now facilities include a great second-hand paint frame electrically operated and synchronized, a dye-room with custom-built baths and boilers and a first-year studio with computerized sound and lighting systems. When not in use by the college, the equipment can be hired out, affording what amounts to free professional demonstrations.

They have been accused of setting too hard a pace; but then recognition of outside needs appears to be rewarded in terms of employment. In common with other BA (Hons) courses in theatre design, an average 85 per cent of Wimbledon's students are employed within the profession. One is designing Wagner's *Ring* at the Metropolitan Opera in New York. Another is at Paris Opera House and yet another recently won first prize at the Prague International Quadriennale for Theatre Design. Theatre wardrobe students fare even better. In a fiercely competitive market, this is not the first year that all will be employed within the profession.

Sally Festing

Brian Morton on composer Alan Bush: a rediscovery for 1986?

The great unheard

Alan Bush: a life
a film by Anna Ambrose
Channel 4, January 12

Age and opus numbers together suggest that Alan Bush should be better known than he is. This month sees his 85th birthday, marked on January 10 by a prestigious concert at the Queen Elizabeth Hall - at which he will play his own piano pieces - a television film, and a single record album in the catalogue.

Bush's output since the early 1920s has been steady and remarkable. The new and still solitary - Hyperion recording contains two works, the Violin Concerto of 1947, and the "Dialectic for String Quartet" of 1929, which are among the most significant creations in British music of the century and yet almost never heard.

Bush's career is replete with apparent paradox but conditioned by a deep internal consistency. A communist, the founder of the Workers' Music Association, he was also professor of composition at the Royal Academy of Music; a vigorous anti-imperialist, he

taught India, Ceylon and Australia as an examiner for the Associated Board of the Royal Schools of Music; an avant-gardist, and then something close to being a populist, he has also written a definitive textbook on Palestine's counterpoint.

Like the younger Cornelius Cardew, the English socialist composer who was killed by a hit and run driver in December 1981, and like the poet Hugh MacDiarmid, Bush stands in a complex relation to Modernism, nationalism and the kind of internationalism implied by their radical politics. MacDiarmid never quite succeeded in reconciling a hippogriff, Cardew gradually abandoned his avant-garde style and attempted to revivify music and activism by treating agit-prop and protest songs to the kind of theoretical and analytic attention normally only accorded to high art.

Bush's interest in a new music that

was intrinsically related to its time and place and that was free of intellectual vanguardism led him back to the folk-song and choral tradition of the British working class. If the turn toward nationalism seemed paradoxical, this was illusory. Anna Ambrose's film includes performances - new and archive - of the intensely moving "Lidice", an unaccompanied piece for voice dedicated to the Bohemian village expunged by the Nazis in retaliation for the murder of Heydrich. The piece was performed after the war on the raised site of the village in a quietly dramatic ritual of renewal. The film also includes - alongside interview with Bush, his one-time collaborator Michael Tippett - performances of RAM, Roger Steptoe - performances of the string quartet "Dialectic" and the anti-apartheid song "My Name is Africa".

More affectionately than not, Tippett advances the common view that Bush's desire for a popular music accountable to modernism but untrammelled by its constraints is a token of naivety. But it is quite wrong to equate unfamiliarity of premises with misguidance of conclusion or achievement. We do now expect to hear a "Nottingham Symphony". Bush's op. 33, of a Liverpool Overture, and critical indifference and incomprehension has assured that we don't.

Bush's operas deal with non-croic themes: *War Tyler*, the American radical Joe Hill, *The Sugar Reapers*. Predictably, though, they are not staged in Britain. Apart from radio broadcasts, they are unknown outside Germany and the USSR.

Anna Ambrose's film offers a studied and compelling introduction to a remarkable man, who is still at work, still composing and still an accomplished pianist. He could well be one of the rediscoveries of 1986.

A question of scale

Yolanda Sonnabend: stage designs and paintings
Serpentine Gallery
until January 5

Yolanda Sonnabend is in the business of making images. As a stage designer she conjures up visions that live only fleetingly for the duration of a few performances and then are gone forever. As an exhibition designer she conjures up such work can give delight was recently confirmed by the Huxley and Gallery's magical "Hockney Paints the Stage". But while Hockney concentrated exclusively on his work as a stage designer, Sonnabend's show at the Serpentine (until Sunday) also includes a large number of paintings. And the two strands of her work are shown to inform each other. In the paintings the range of subject matter is largely restricted to either the human figure or to a kind of Baroque landscape filled with statues, follies and columns that might well form the backdrop to some 18th-century Romantic play.

The artist herself points to a consistency between her work for the stage and her painting: "Work in the theatre influences the painting subversively: in light and shadow, in consciousness of lighting, movement in space, illusion, and a preference for working on a larger scale." Scale is important because the artist must project the doll-house-like model to life-size - and as with sculpture, it does not always work. This is of course the all important dimension that an exhibition cannot convey; and yet to my mind, the most exciting parts of the Serpentine show are the drawings and sketches of costumes and the models, which give an insight into the amount of energy involved "behind" the stage. Examples range from models for the theatre,

such as for Genet's *The Maids* (1964), where the action was to unravel inside an enormous translucent shell, and another lace and ivory rocco folly for the Oxford Playhouse's *Madwoman of Chailot* (1967). There are also models for opera and for the ballet - where her collaboration with Kenneth Macmillan has resulted in some of her finest creations. These include the Stuttgart Ballet Company's *My Brother, My Sister*, which was seen at Covent Garden in 1980, and the wonderful television production of Brecht and Weill's *Seven Deadly Sins* (1983).

Probably her most widely-seen work was for her collaboration with filmmaker Derek Jarman on his controversial *Tempest*. The two silver, gold and black dress costumes on view clearly relate to the two paintings of dwarfs in rocco attire which date from 1979 when she was working with Jarman. Hardly noticeable, on the floor below the two glorious costumes which "steal the show", there is a glass case filled with all sorts of objects: bits of lace, beads, a plaster leg... a horde of secret treasure that might be kept by a lonely child. This is somehow the haunting vision evoked by Yolanda Sonnabend's work, bringing to mind the opening lines of Goethe's *Faust*:

You bear the glass of days that were
Dear memories' glad-hearted
Like an old legendary echo started
Come friendship and first love
Before my eyes, the wounds again
Have smarted,
Life's labyrinth before my vision
Lies.

Sanda Miller

Beyond 'the pat academic routines'

The Cinema Book
edited by Pam Cook
BFI Publications, £12.95
ISBN 0 85170 144 2

The Cinema Book is ostensibly a catalogue of extracts from films held and distributed by the Education Department at the British Film Institute. But it is much more than that. It constitutes both a guide - and contribution to - the field of contemporary film study, with sections on the history of the cinema, genre, authorship, the history of narrative codes and film narrative and the structuralist controversy.

Each section contains very clear summaries of current research and current theoretical positions within the field from positions which themselves seek to provoke further thinking. In a piece on stars within the section on history of cinema, for instance, James Donald concludes his synopsis as follows:

We do not fully understand these pleasures [the pleasures that watching stars can give us]. We may think them too embarrassingly banal for serious academic study. Equally, we may be reluctant to put them under

the microscope for fear they may dissolve or reveal a darker side we had only dimly and uncasily perceived... So what may appear at first glance as an attractively straightforward topic turns out to be anything but. Here we are studying the disregarded processes of popular culture and our own place within them - with no pat academic routines to provide a compensating sense of balance.

This is typical of the book as a whole: there is a successful attempt to explain and to challenge - to locate issues to which, precisely, there are no "pat academic routines" nor ready-made answers. It goes well beyond the academic - dangers implicit in an enterprise which seeks to summarize and explain difficult theoretical work. In this it is aided by an insistent feminist politics which informs many of the questions it asks, many of the criticisms it makes of previous work and many of the important and interesting points it makes in the authorship and genre sections in particular.

One or two local criticisms can be made. The history section is rather sketchy on film and post-fifties developments in the film industry. This is

rather surprising given that 42 of the extracts available for hire are from films Hollywood films, 14 from sixties films and seven from seventies films. The work on early cinema is rather reliant on Noel Burch as a source (Barry Salt's contributions in this field are very important too), and to say that the cinema was dominated by fictional narrative "right from its beginnings" is simply wrong. It is an important point that there was a shift towards fiction and away from the dominance of non-fictional forms at the turn of the century. The discussion of Bazin's ideas on realism is rather reductive.

And film noir is in my view rather oddly characterized as a genre rather than as a cycle which crossed a number of genres (though the discussion of noir characteristics is itself extremely good).

The main problem, though, is that the book is rather tied to discussing and illustrating topics and issues which can be related to the extracts the BFI has available. Thus the authorship section includes discussions of Welles, Ford, Hawks and so on, but not Mann, Minnelli, Chaplin and others. The genre section includes really excellent discussions of the western, the gangster film, the melodrama, the horror

film and the musical. But there is nothing on, for instance, science fiction, currently the most successful and popular of the genres.

This is only unfortunate, though, because the issues and topics are so stimulating. Towards the end of her section on film narrative and the structuralist controversy, Sheila Johnston writes that "Many ideas which appear outrageous when they first surface are eventually assimilated in popularized (and vulgarized) form, transforming and being transformed by the critical orthodoxy". *The Cinema Book's* great achievement is that it aids the assimilation of ideas while simultaneously ensuring that they are neither vulgarized nor turned into an orthodoxy of any kind. The book's immediate audience is teachers, lecturers and those involved in education. But it cannot be recommended too highly to anyone interested in film. It deserves the widest possible audience.

Steve Neale

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BOOKS

For the smart set

by J. C. D. Clark

Virtue, Commerce and History: essays on political thought and history, chiefly in the eighteenth century
by J. C. A. Pocock
Cambridge University Press, £25.00 and £7.95
ISBN 0 521 25701 8 and 27660 8

Professor Pocock is one of that small band of historians whose works are not only important as scholarship; they are events. This book, too, has that indefinable but compelling quality: it is like a high society party we cannot afford not to be at. Most of the guests we have met before: it is a party for the smart set – for those who know "the state of the art" (and, better still, each other). Of course, it is utterly fascinating if we already know the ropes. New readers do not start here: they start with Quentin Skinner (1964) and John Dunn (1968), or even Herbert Butterfield (1931), and have much social climbing to do before they can converse on equal terms with Pocock (1985).

The writings assembled in this volume are of four sorts. First, a highly abstract introductory reflection on methodology. Second, essays which map out the general structure and themes, which this technique identifies, of the arguments of English theorists between the 1670s and the 1830s. Third, essays which trace these themes in individual authors and events, chiefly Hume, Gibbon, Tucker, Burke, and the revolution of 1776. And, fourth, a whole section which offers us a typology of "the varieties of Whiggism" from the Exclusion Crisis to the Reform Bill. The smart set will already know that Pocock has been a leading member of that group of philosophers and historians who, in the past two decades, have worked out a series of sophisticated methodologies for tackling the history of political thought. Pocock's considered reflection on the current state of that debate. In this volume, then, we are provided with a mature technique, and a selection of its results in practice. Does it work? My reaction was a mixture of admiration and dissent.

Pocock writes as the editor and ablest expositor of the writings of James Harrington (1611-77), whose *Oceanus* (1656) was to be an inspiration for 18th-century republicans. It is this preoccupation which, for Pocock, mainly establishes the guidelines and structures of argument in society as a whole. The central occurrence in the modern scholarship of the period, he believes, is the crucial role now accorded to civic humanism, alias classical republicanism. On this rarefied level, political discourse seems most profitably investigated in terms of antitheses or underlying dualities:

virtue versus commerce, patriotism versus politeness, land versus credit, a neo-Harringtonian conception of civic humanism versus the politics of the moneyed interest. There is much truth in this insight, yet this book, taken as a whole, suggests that the author is really only elaborating ways of describing the same antithesis. Moreover, this scenario is one long familiar via Macaulay, Buckle or Trevelyan.

That genealogy, and the debate on methodology, remind us that this is a profoundly Cambridge-oriented book. Unfortunately it's often the wrong Cambridge. Pocock's political vision of 18th-century England is dangerously dependent on a model of oligarchic structural stability and ideological consensus, most recently worked out by such authors as J. H. Plumb and John Brewer, but now radically undermined and teetering on its pedestal. Equally Pocock's vision of political theory is perilously premised on the secular, liberal interpretation of "Commonwealth" ideology (the ideology of Harrington's heirs) classically formulated in 1939 by Caroline Robbins, and which dovetailed so well with the Plumb model: this theory, too, is on the verge of radical revision.

In trying to navigate through this hazardous debate on methodology, other historians steer between the competing claims of political narrative and political theory – between the Scylla of a "textualism" which (say its critics) would ultimately lock us in a blinkered, austere introversion and the Charybdis of a "contextualism" which (think its doubters) would finally dissolve everything in an empyrean vagueness of cloud-cup'd categories and gorgeously refitted ideological palaces. Pocock objects to high-political history and graciously saves myself (it is almost a pleasure to be saved by such an adversary) for the first heresy, but from that standpoint it seems a pity that Pocock himself has embraced the second. Is there a middle way between the two? Perhaps not. But Pocock's considered reflection on the current state of that debate. In this volume, then, we are provided with a mature technique, and a selection of its results in practice. Does it work? My reaction was a mixture of admiration and dissent.

In these essays, theory and historiography have expanded to squeeze first-hand research into a narrow compass: this limits their effectiveness. Pocock's admirable disavowals of liberal and Marxist reductionism count for less when he too is drawn to dwell on the theme of property in order to illustrate his dominant duality of virtue and commerce, civic humanism versus the Whig regime. Pocock rightly rejects an antithesis and a transition between the feudal and bourgeois, or between Filmer and Locky. But he replaces it with a not-too-dissimilar antithesis between real and moveable property, land and commerce, which links with his political scenario of classical patriotism versus Whig modernity.

ernity, Walpole's "liberal commercial society". "Around this antithesis, it is not too much to say, nearly all 18th-century philosophy of history can be organized." So Harrington has assumed a Procrustean role: one which excludes from our agenda more than it includes. Pocock's model of English society is simpler than it looks (and simpler than his prose).

The methodology we are offered, then, fails to recreate a multiplicity of modes of political discourse and is being used to trace only one mode in many thinkers. Everything else (and that the major part even of their thought) remains hid in night. It is one thing to write cleverly about the methodology of discourse; it is quite another to identify those languages accurately, and the book scores as high in the first test as it scores low in the second. So much just does not show up in the light of Harringtonian criteria, Toryism and Jacobinism, to Pocock, are nominal: they are really about republican virtue. The Enlightenment is a great secularization. Suddenly freed from "the embrace of theology", man becomes "an actor in civil history" (ie a civic humanist or a commercial Whig), so we can ignore religion, too. The mass of mankind, not knowing their Harrington, are left as abstracts. Only a handful of the cleverest 18th-century Englishmen, one feels, could speak Pocock's political language (and they do not speak it well).

Even many of the ablest simply do not fit into this picture: Locke, "totally indifferent to the clash of ideas about ancient virtue and modern commerce", is remarkably absent, and the author cannot say why. Because so many other languages are missed, Pocock has great difficulty in his analysis of the 18th-century intellectual scene, coming from nowhere, relating to the point of ecclesiasticism (there were scores of Anglican social theorists saying similar things). Pocock's "problem of telling Tory and Commonwealth apart" is created only by his fixation with a single duality. Equally, though, it tells us little about the "varieties of Whiggism" – Old, Honest, True, Real, Independent – respond to a complex reality mainly by multiplying labels (an historiographical strategy which, since Occam, has looked rather weak).

Why are so many political languages – Tory, divine right, dynastic, xenophobic, dissenting, radical and others – missed? This book suggests a clue. Like Plumb, Pocock locates the "essential shifts" in ideology in the quarter-century following 1688, a "great breakthrough in the secular consciousness of political society". Despite many insights to the contrary scattered through his pages, Pocock's

reader with an overwhelming sense of national tragedy, of hopeful lives cut short and of well-meaning individuals struggling against a tide of events over which they had no control. Even the restoration of the monarchy seems an occasion for only muted celebration after so much darkness and despair.

Despite the excellence of Clarendon's information, insight and style, it has been widely recognized that much of what Clarendon wrote in his *History* and autobiography was thoroughly misleading. This stemmed less from what he included than from what he left out. He was particularly evasive when dealing with the conduct of the central figures in his story: Charles I, Charles II and himself. Only too well aware of Charles I's failings, he was reluctant to denigrate his memory in the *History*. When completing his autobiography in exile, after his fall from power in 1667, he still hoped that Charles II might restore him to office, so he refrained from any criticism of the king that might jeopardize his return. As for his own conduct, Brian Wormald showed over thirty years ago how later circumstances led Clarendon to gloss over both his active opposition to Charles's government, in 1640-41, and his equivocal attitude towards the restoration.

Professor Brownley argues that as seen as works of literature, as well as of history, because of their stylistic qualities and, more particularly, because of the wider human dimension which he imparted to his depiction of people and events. His purpose in writing was partly to leave a historical record or memorial, but also to draw wider moral and political lessons from the events he described. While always conscious of the personal qualities – above all integrity – needed by those in power, he was only too aware that most politicians conspicuously lacked such qualities. Brownley sees this conflict between idealism and realism as a central feature of Clarendon's character and work. It would explain why he passed so lightly over the characters of the two kings, for both (in their different ways) fell far short of his ideals of kingship.

As Brownley's approach is essentially literary, she focuses more on the writer than on his historical context. To some extent this is justifiable, yet to see Clarendon only through the perspective of his own writings and papers can be misleading. While she has the critical acumen to see Clarendon's portrait of himself as a minister as



James Harrington

argument is still almost wholly secular in its premises and material in its priorities. How much this has left off the modern academic agenda will perhaps become clearer in the next few years. In particular, it's time the Church of England did not really exist was put down with a stroke.

Political historians have another objection to make. Pocock (following Dunn) has rightly unseated Locke from his mythical role as the framer of a ruling consensus. But by replacing him with Harrington, we are given something very little different, as is shown by the use which has been made of Harrington's *Oceanus* by socialist commentators on the Civil War from present to Christopher Hill. Now, political historians are challenging that model from both sides – in its applicability to the 1640s and to the 18th-century Whig regime. Will Pocock's account of ideologies survive this revisionism in an adjacent area of scholarship? It was a splendid party, but the champagne about to run out? Despite their virtuosity, the sweep and range of these essays are as wide as their evidential base is narrow. The contemporary works cited are exceedingly few, mostly well known, and mostly available in modern editions.

"admirable, remarkable, tiresome and cumulatively unbelievable", she goes on to accept his view of his own character as broadly correct and shows few reservations about his treatment of events. She sees him as an intransigent Anglican at the Restoration and indeed, as responsible for the whole Restoration settlement. However, while Clarendon undoubtedly made possible the unconditional restoration of the monarchy, by insisting that Charles should not compromise, the final shape of the religious, constitutional and financial settlements owed far more to the Convention and the Cavalier Parliament than to either Clarendon or the king. Nevertheless, despite a somewhat shaky historical background and occasional irritating lapses into jargon ("imaginative referents" and "prestructural components" abound), Brownley offers a thoughtful and fruitful discussion of Clarendon's character and writings – but one which, from the historical point of view, is far from definitive.

Clarendon also appears in the collection of short biographies edited by Mr Eustace, who produces a competent summary of the existing historical literature on Clarendon, without saying anything very new. That, indeed, is the general pattern of the book. The authors (all past or present

Pocock (1957) showed us that in the difficult task of identifying language of discourse, introspection and subtle exegesis are no substitute for the interrogation of a great number of texts, treatises, pamphlets and sermons. They have stumbled & stumbled for too long; now, he says, let us try to do better.

This is a brilliant and indispensable work by a leading historian at the height of his powers. And yet there is so much that is missed, so much that is left out as problem but as paradox – a question wrongly framed. Are there shortcomings a clue to the remarkable untruthfulness in practices (at least for the world after 1688) of those famous methodologies worked out by historians of political thought in the last twenty years? Have they created a formalized world for themselves, largely insulated from the concrete details of the lives and arguments of men in ancient regime England? Should the agenda for the history of political theory be written by historians of political thought in the last twenty years? Have they created a formalized world for themselves, largely insulated from the concrete details of the lives and arguments of men in ancient regime England? Should the agenda for the history of political theory be written by historians of political thought in the last twenty years? Have they created a formalized world for themselves, largely insulated from the concrete details of the lives and arguments of men in ancient regime England?

Dr Clark is a member of the history faculty of the University of Cambridge.

teachers at Manchester Grammar School) pack a lot of material into a limited space. Their essays are well informed and sensible, admirable supplementary reading for students of level history, but not very exciting. Brownley remarks, one reason Clarendon's character sketches are often so striking was that he concentrated on particular points, illuminated the subject's personality more strikingly than any amount of mundane detail could have. Moreover, although he wrote well (and not for publication) he was aware of the importance of what he rendered his writings as readable than those of (say) Burke. The essays in Eustace's volume are efficient and functional: but not elegant. If students of English history could in many cases benefit from fuller understanding of history, they and historians should also be aware that works of scholarship (and perhaps should) also be works of literature.

John Miller

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BOOKS
Learning to read

Literacy, Language and Learning: the nature and consequences of reading and writing
edited by David R. Olson, Nancy Torrance and Angela Hildyard
Cambridge University Press, £27.50 and £9.95
ISBN 0 521 26488 X and 31912 9

Had this book been published at the time when its contributors met in conference, in Toronto during October 1981, it could have claimed to represent "the state of the art" in the field of literacy research. Since then, however, a number of other, similar conferences have got to press something quicker and this book is now just one among many in the rapidly expanding field.

Before this expansion of interest in literacy by academics, during the early 1980s, there were available only, on the one hand, a few ambitious but ill-supported accounts of the supposed grand consequences of literacy for

individual cognition and social development, and on the other, specialist accounts of the technical processes involved in the acquisition of reading. The latter, while rooted in the assumptions of the grand consequences approach, derived immediately from popular concern over literacy in school, expressed most strongly in America in the "how Johnny learns to read" debates, and in UK in the "return to basics" movement.

These currents are still strong and the editors of this book have clearly selected their contributions with reference to them. The balance of material presented leans more towards reading skills than to the social correlates of literacy, while the theoretical framework is dominated by attempts to define the "cognitive consequences" of literacy, so that it facilitates a causal "methodological awareness", "detachment", "decontextualisation" and so on. The book is essential reading for anyone interested in these traditional questions. The quality of the essays, both in their detailed step-by-step approach to the data on children's reading, perceptions of literacy, linguistic usages etc, and in the substitution of theory and method regarding the psychological and linguistic processes involved in oral and written production, represents a significant advance on early, cruder attempts to posit a great divide between literacy and orality.

However, the expansion of books between age structure and linguistic patterns is of special interest since the Adult Language Use Survey and the Schools' Language Survey show that we can expect the bilingual population to increase. Without longitudinal observation studies across a wide range of settings it is not possible to say whether a wholesale process of shift is taking place towards English. Since actual patterns of language use shift over time, the content of any collective repertoire will not remain fixed.

Without without digressing (functional specialization of each language to a particular set of domains), tends to be transitional. In Britain today minority languages have a legitimized place within institutions such as the public schools, universities, professions, and a limited sector of the economy. At a national level as of little relevance in terms of language use and language maintenance at the local level. In view of the literacy and symbolic value of some languages such as Urdu and Hindi which are widely used as lingua francae, support is probably necessary beyond the level that the number of native speakers might otherwise justify. The researchers think that policies should be implemented to "foster bilingualism which could stop a process of language shift which might otherwise appear inevitable." They claim their survey reflected a "high level of demand" that the state should offer positive support to mother tongue maintenance and to minority languages more generally.

The term "other languages of England" includes here languages of south and east Asian and southern and eastern European origin. For example, the languages sampled by the Adult Language Use Survey were Bengali, Cantonese/Chinese, Greek, Gujarati, Indian, Polish, Punjabi, Portuguese, Turkish and Ukrainian. The groups who use these languages are mainly those who arrived in England between 1940 and 1975 and their descendants.

The major limitation with surveys of this type is that the data are self-reports and not observations of actual usage and language choice patterns in everyday life. Furthermore, due to the nature of sampling strategies used for the Adult Language Use Survey, the representativeness of the findings cannot be assessed statistically. This means that we cannot generalize from these results to the whole of a minority population in a given city, nor can we test the statistical significance of comparisons between linguistic minorities locally or of those across the "same" language spoken in different cities.

The profile of reported language use and distribution of linguistic skills which the data allow us to establish are exceedingly complex. There are a great many interactions between age, sex, length of schooling, acquisitional history, patterns of residence and so on. A sampling of the findings reveals, for example, that over 90 per cent of the adult respondents reported some knowledge of two languages. The north London borough of Haringey is one of the most linguistically and ethnically diverse areas of England. In the Schools' Language Survey 30 per cent of the children were reported as bilingual and there were 87 identifiably different languages. The relationship

between age structure and linguistic patterns is of special interest since the Adult Language Use Survey and the Schools' Language Survey show that we can expect the bilingual population to increase. Without longitudinal observation studies across a wide range of settings it is not possible to say whether a wholesale process of shift is taking place towards English. Since actual patterns of language use shift over time, the content of any collective repertoire will not remain fixed. Without without digressing (functional specialization of each language to a particular set of domains), tends to be transitional. In Britain today minority languages have a legitimized place within institutions such as the public schools, universities, professions, and a limited sector of the economy.

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Despite its rather similar title, Burgess's edited collection stands in sharp contrast to the Cohen and Manion volume, concentrating as it does on how qualitative methods "may overcome some of the deficiencies of conventional approaches", defined as "indicators, variables and measurements, and the use of surveys and quantitative techniques". A glance at the contents of Cohen and Manion's second edition suggests that it might be taken at the implication that qualitative techniques still represent the prevailing orthodoxy in educational research. Indeed this volume is typical of a rash of such collections by Burgess and others which have appeared over the last few years which are testimony both to the volume of qualitative research now being undertaken in educational settings and the interest this has aroused in methodological issues.

Qualitative research is by its very nature more given to ethical and procedural concerns than the so-called more objective approaches. The problem of maintaining the tension between maintaining critically aware while being able to enter the participants' world is the measure which begins to emerge in moving from simply describing, to actually implementing educational research methods.

Patricia Broadfoot

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association of literacy with "civilization" and "progress". Eisenstein's essay on the "printing press as an agent of change" is perhaps the major contribution in this area. Her account of 17th-century printing house culture, consisting of cosmopolitan groups of artisan writers and vernacular scholars, for whom the profit motive was directly linked to intellectual interests and liberal belief, represents a striking example of how claims for the consequences of literacy in general, or of print in particular, only make sense within ethnographic accounts of the specific social and cultural conditions in which the technologies are employed.

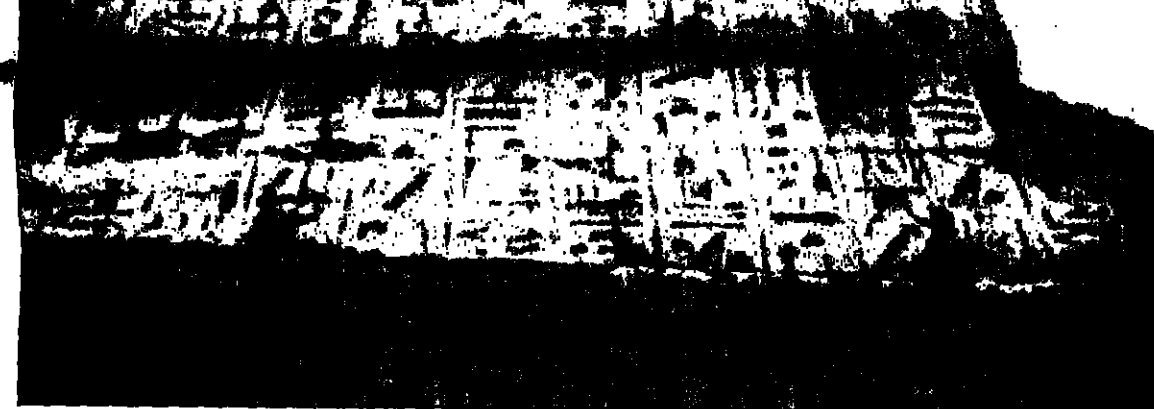
Ian Winchester's somewhat whimsical piece makes a similar point in recognizing that many of the claims made for literacy per se are, in fact, consequences of specific forms of academic discipline rather than of the medium itself. Like Eisenstein, he is interested not simply in the effects of widespread literacy on those not previously acquainted with it, but with its consequences for already-existing scribal literacies. In order to consider just what literacy means for our present kind of society, he asks the reader to imagine the consequences of a "litron" bomb, one that wipes out entirely an individual's capacity to read and write but leaves everything else intact including memory. He concludes that, however devastating the impact of such a bomb in the short

term, "eventually an oral society with remarkable powers of memory and great longevity could conceivably create a world much clumber but in any other respects similar to our own". Plato, who feared that his students would become mentally lazy if they adopted writing, would have agreed, with a caveat perhaps about whether an oral universe was necessarily any "clumber".

While it is obviously interesting to imagine possible worlds with or without literacy, this latter example reminds us that there are manifold real examples on which to test such hypotheses. Although this book contributes to our understanding of some very specific aspects of literacy in our own particular cultures, or subcultures, the trend in the field today is rather more towards comparative and less narrowly-drawn examples and questions. Just how the specific interest of the psychologists and reading specialists on the one hand and the ethnographers and historians of literacy on the other, can be successfully married is likely to be the crucial question in conferences on literacy in the second half of the decade. This book and the conference from which it derived will remain a useful benchmark from which to tackle such issues.

B. V. Street

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A building inscription of the 18th Dynasty (about 1400 BC) at Karnak, in which King Amenophis III lists gifts to Amun, among them turquoise and jasper. A picture from *Hieroglyphs: the writing of Ancient Egypt* by Norma Jean Katan (British Museum Publications, £3.50).

Research worlds

Research Methods in Education, second edition
by Louis Cohen and Lawrence Manion
Croom Helm, £9.95
ISBN 0 7099 3438 6
Strategies of Educational Research: qualitative methods
edited by Robert G. Burgess
Falmer Press, £16.95 and £9.95
ISBN 0 85000 033 6 and 034 4

For some years now, Cohen and Manion's *Research Methods in Education* has held an established place among these introductory texts whose aim is to help students master the principles and practices of educational research. Valued for the clear and comprehensive treatment it gives to the controversies, as well as to the conventionalities of such research, it is not surprising that five years later a second edition has been published.

Developments in methodology as well as the publication of a number of major British research studies which provide up-to-date examples of the application of particular approaches have resulted in new material being added to several chapters, notably those dealing with the nature of inquiry, historical research and development research. Other additions include material on network analysis; the application of repertory grid techniques to audio-visual lesson recording and a new approach to the statistical analysis of longitudinal data.

Now other comparable volumes now

provide a similar range of coverage in which the more traditional approaches of survey and longitudinal studies, interviews and documentary research, historical and documentary studies, are dealt with alongside the more novel orthodoxies of triangulation, action-research, case-study, accounts and life histories. The result is a neutral and well-written pharmacopoeia which lists – and in each case illustrates with specific examples – the strengths and weaknesses of the various approaches described.

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Qualitative research is by its very nature more given to ethical and procedural concerns than the so-called more objective approaches. The problem of maintaining the tension between maintaining critically aware while being able to enter the participants' world is the measure which begins to emerge in moving from simply describing, to actually implementing educational research methods.

Patricia Broadfoot

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National tragedy

Clarendon and the Rhetoric of Historical Form
by Marjorie Watson Brownley
University of Pennsylvania Press, £24.95
ISBN 0 8122 7988 3
Statesmen and Politicians of the Stuart Age
edited by Timothy Eustace
Macmillan, £20.00 and £5.95
ISBN 0 333 31826 9 and 31827 7

The historical writings of Edward Hyde, Earl of Clarendon – especially his *History of the Rebellion* – are among the major historical and literary works of 17th-century England. Clarendon was not only a major participant in many of the events he described but his character sketches show both a shrewd perception and a deep human understanding. *The History* is far more, however, than an insider's chronicle of the civil wars or a series of lively vignettes. It leaves the

BOOKS

Burying the truth

Strindberg: a biography
by Michael Meyer
Secker & Warburg, £25.00
ISBN 0 436 27829 9

August Strindberg is both a very rewarding and an extremely perplexing subject for a biographical study. His life is the stuff of drama, full of incident and turmoil; his long career brimming with multifarious creative writing, travel and adventure, and tumultuous relationships, both professional and private. A man of extremes who provoked extreme reactions, he never – or so it seems – had a dull moment. Yet how difficult to grasp the man at the centre of the whirlwind, who so often concealed himself behind his own fictions. Strindberg wrote his own life as he lived it; in an astonishing avalanche of letters, diaries and barely concealed fictionalizations he edited and re-edited his own experiences, often in mutually contradictory versions, until the truth seems buried too deep for excavation.

Michael Meyer does not attempt to smooth over the contradictions, or to impose any model of linear development on a life which quite plainly defies such a notion. He makes a strenuous attempt to present dispassionately all the discordant sides of Strindberg's personality – a discordance which at times of crisis could border on schizophrenia – and the ways in which the personality is mirrored in the works. Indeed he argues persuasively that much of Strindberg's modernity lies here, in his refusal to accept, either as a man or as a writer, a static definition of human personality. Like his Norwegian contemporary Knut Hamsun, Strindberg wanted to concentrate attention on the way which instinct and impulse exercise over logic and rationality. "I dream of a literature," Hamsun stated in 1891, "which is about people in whom inconsistency is literally a basic characteristic." Hamsun responded enthusiastically to Strindberg's works and was the first to introduce him to an American public, whereas he attacked Ibsen for portraying fixed and static characters.

Comparisons between Ibsen and Strindberg can be instructive, and Meyer points to many illuminating parallels and contrasts in the course of his study. The importance of exile in the literary and personal development of both writers is rightly underlined; Ibsen left Norway for Italy in 1864 at the age of 36, Strindberg travelled to France in 1883 at 34 – and both wrote their major works after that date. Ibsen's concentration and single-mindedness are contrasted with Strindberg's diversity, and at times

dissipation, of creative talent; and Ibsen's taut and realistic dialogue is set against Strindberg's nervous and fragmentary "technique" (though examples are lacking here). There are times when the attractiveness of a contrast tempts Meyer into too extreme a polarity; one wonders, for example, whether it is really true that "Ibsen revelled in the loneliness and the attacks upon him, Strindberg hated them". However thick his skin may have seemed, there is no doubt that Ibsen would have preferred recognition to censure; and the energy with which Strindberg sought conflict surely suggests that it was in some way necessary to him.

However, this is a minor reservation about what is otherwise a well-balanced and most readable account of Strindberg's life. Based on thorough but unobtrusive research, there is a wealth of detail here which had previously been unavailable to the reader with no Swedish. Particularly fascinating is the account of some of the lesser-known facts of Strindberg's early life, his schooling, his sporadic excursions into private tutoring, and his early abortive attempt to join a theatre company as an actor, from which he was sacked as unsuitable.

More serious reservations emerge when one considers Meyer's depiction of Strindberg the writer. He rightly devotes considerable space in his six hundred-page study to presentation and discussion of Strindberg's works, yet an intrusion, and even censoriousness, intrudes here. If only Meyer anyone with his thesis that a writer cannot at the same time be both a great novelist and a great dramatist, Meyer finds nearly all the novels "fatally flawed", "sloppily constructed and full of boring didacticism" – opinions which are difficult to justify in respect of *The Red Room*, for example. Although Meyer allows that the latter work entitles Strindberg to be called the father of the modern novel in Sweden today, and dismisses all but the dialogue scenes as "bad". In my own experience, generations of English scholars and students of Scandinavian literature have found the novels absorbing and entertaining. It is both a strength and a weakness of this study that the author has a penchant for sweeping statements; they can be startlingly apt, and prompt new insights, but there is always a danger of being seduced by rhetoric into oversimplification. A combination of the two is evident in this paragraph about *Miss Julie*: "Strindberg, unlike any dramatist before him, showed that men and women can hate each other yet be sexually

welded, as he still was to Siri. Before Strindberg, sex in drama is something in which only married people or wicked people indulge. (Even Romeo and Juliet do not sleep together until Friar Laurence has married them.) Miss Julie's tragedy is that she does not want to make love with Jean; she does not want to sleep with him; she wants – there is no other word for it – to be fucked by him, like an animal. When it has happened, she despises herself for having allowed it, and him for having done it; but she knows she will want him again; so she sees no alternative but suicide.

The perceptive first sentence reveals part of what was new about Strindberg's drama, but the development of the idea in the second sentence is too rigidly categorical. What about *Trollus and Cressida*? What about *Faust and Gretchen*? Unmarried, certainly – but can one simply dismiss them as wicked? And when he comes to comment on the play itself, Meyer's first statement is arguably correct; Strindberg is at pains to underline in several ways the animal nature of Julie's lust, but to say that Julie's suicide is the result of sexual degradation is to oversimplify a complex web of motives.

This is then a book to be read with a critical eye; but it is certainly a book to be read. It will be an invaluable source of factual information for English-speaking students of drama, even though it is a pity that it reinforces the commonly-held English view that Strindberg the playwright is the only Strindberg worth reading.

Janet Garton

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States of revision

The Fourteenth Book of William Wordsworth
edited by W. J. B. Owen
Cambridge University Press, £25.00
ISBN 0 521 25881 2

The Cornell Wordsworth, now in its eleventh volume, has suddenly arrived at its edition of the fourteen-book *Prelude* of 1850 before having had time to pronounce on the intervening version of 1799 onwards. In any case, scholars as learned in Wordsworthian variants as the Cornell editors tend, as the blurb suggests, to think of *The Prelude* after 1799 in terms of two parts, thirteen books and fourteen-book poems. Editors of the comparable *Collected Coleridge* are haunted by the possibility that Coleridge's marginal or uncompleted works might furnish more coherent

arguments than his published theories. Similarly, Cornell editors are especially qualified to feel obligations towards the claims of unpublished states of Wordsworth's poems to be worthier representatives of his thought, for script, contenders for a published "title", a list sometimes stretching the length of Wordsworth's immensely long creative life.

This fastidiousness has been exemplified in the Cornell edition of *The Prelude*, which was concerned with the general editor of the Cornell Wordsworth, Stephen Parrish, claimed as the edition's first aim the presentation of original versions "in the form of clean, continuous 'reading texts' from which all layers of later revision have been stripped away". As a result, poems such as "The Salisbury Plain Poem", "The Ruined Cottage" and "Home at Grasmere" have been rehabilitated and given the canonical prominence to which critics have increasingly thought them entitled. The second aim, to provide "a complete and accurate record of variant readings" seems at first to be of more limited interest when separated from the first. But the phenomenon of Wordsworth's endless energy for revision is always fascinating, and never seems to be fully

humanism of this committed intellectual, his distrust of "total" solutions, his preference for evolution over revolution, his refusal to despair in a desperate world. An unrepentant adherent to the "revisionist" social democracy of Eduard Bernstein, Grass takes as his emblem the common snail, aware that even this persistent and vulnerable creature may now be "too quick for us".

One of the most interesting essays, "The Destruction of Mankind has begun" (1982), discusses a new and troubling dimension to the writer's perception of reality: the threatened loss of posterity. In the face of the enormous destructive potential acquired by mankind, "the book, formerly made to last, is beginning to resemble a non-returnable bottle." It is against the paralyzing impact of this insight that Grass's dual activity is directed. Far from detracting from his creative work, his political campaigning draws energy and memorable expression from the same imaginative sources. In both cases the pessimistic vision is held in check by the optimistic act of narration and argument. His book will serve as a fascinating introduction to this essentially humane and very German paradox.

Michael Butler

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Strindberg in 1886, aged 37

BOOKS

Social illness

Psychiatry in Britain: meaning and policy
by Shulamit Ramon
Croom Helm, £17.95
ISBN 0 7099 2279 5
Mental Health, Social Policy and the Law
by Tom Butler
Macmillan, £25.00
ISBN 0 333 37301 4
Secure Provision: a review of special services for the mentally ill and mentally handicapped in England and Wales
edited by Larry Gostin
Tavistock, £14.00 and £7.95
ISBN 0 422 78420 6 and 78430 3

An interesting sociological study would be the relationship between the disciplines of psychiatry and sociology. Why should it have been characterized by such hostility? Why should psychiatrists – who in the medical spectrum are more concerned than anyone with the social dimensions of illness – be singled out, rather than, for instance, those dogmatic and arrogant men (and they are all men), the surgeons? It was the founder of British academic psychiatry, Sir Aubrey Lewis, who wrote the classic paper on health as a social concept. Yet a sociologist of the last generation, Norbert Elias, suggested that both psychiatry and sociology seemed to be preoccupied with proving that each was more "fundamental" than the other – a kind of conceptual one-upmanship. Two of these books, although a third seems to have

travelled into the calmer waters of rapprochement.

Shulamit Ramon says that from the perspective of a social scientist, she is interested in "the interface of meanings" given to psychiatric phenomena, and their translation into policy decisions. On this basis, she has examined two periods – the 1920s and 1945-60 – looking at the way mental distress was regarded then, the ideologies of the various professions, and in each case the report of a Royal Commission with its subsequent embodiment into law. She has done this by analysing the content of professional journals and textbooks, of official documents, and of parliamentary debates: her book "does not focus on the financial and organizational aspects of the psychiatric system, but on attitudes and power relations". British society is seen as having been subjected during this 40-year period to a process of "psychologization" – a conceptualization of distress in terms of the psychology of individuals or small groups, to the exclusion of social forces and structures. The author "adheres to the view of the welfare state as a tool of capitalist social control and as the achievement of the British working class". Both at once?

The perceptive reader will have guessed by now that psychiatry is going to get some fairly rough treatment, and so it does – first for its clinical-somatic approach ("a narrow definition and explanation of mental distress") and then because "the parameter of social control is hardly ever mentioned explicitly in psychiatric professional writings". Ramon is dismissive of the use of epidemiology because it is said to confound "needs" with both a diagnostic system and its methods of intervention, although no indication is given of how else such needs might be identified. We are told that "No attempt has been made to assess the truthfulness of any school of thought", but the truthfulness of Marxism is clearly assumed. A grand design such as this needs to be seen in the context of British political history and in the intellectual and cultural background of British



Cruikshank's engraving of an American inmate chained at Bedlam from 1802 to 1813.

society. Unfortunately, Ramon does not show that she has this, and her text is littered with elementary errors, such as "the Liberal Government of the early twenties". Even more serious, however, is the lack of any historical sense when dealing with the events and people of 60 or even 20 years ago. Arthur Greenwood, for instance, is criticized because he "did not attempt to provide a sociological approach to mental illness". Here, Ramon is referring to a Methodist ex-schoolmaster, born in the 1880s, speaking in 1930, and attempting to make better medical and nursing care available to more working-class people. Moreover, the book is full of dogmatic statements, for which no evidence is offered and which are in fact untrue: one, taken at random, is that "a multidisciplinary state psychiatric service was created during the war".

Yet the lion can lie down with the lamb, and the two of them do so together – at the collaboration of lawyers, psychiatrists, and one sociologist demonstrates in *Secure Provision*. As editor, Larry Gostin

level of sophistication and scholarship. He traces the origins of mental health law and policy from the 18th century and relates it to the growth of national government. Though threatening to reject "received" accounts of this social policy, by putting it in a specific context, he actually finishes in much the same position. Kathleen Jones's work, for instance, is condemned for its lack of political dimension, yet the interpretation here of the 1890 Lunacy Act is almost entirely hers. Where Butler does make a real contribution is in showing how increasing government involvement in the problems of lunacy had the effect of transforming its relationship with the still primitive parish system of local administration, as well as promoting both new statute law and the development of professional cadres.

The political character of asylum "admission", he says, "resulted from the class nature of the relationships between those who admitted and those who were admitted". Yet it is acknowledged that the emergence of the lunatic laws was not a response to the problem of social order and that mental health policy has never been the monopoly of any one party. Like Ramon, he tends to become anachronistic – for instance, complaining that efforts to change policy after 1890 were not directed against lunacy *per se*, but how on earth could they have been then, or even now? His general conclusion – that public policy shows a strong thread of continuity over 200 years seems to surprise him; and like Ramon's book, this one falters at times through lack of a basic clinical dimension. What is most surprising in both cases, however, is the absence of any reference to the late Peter Sedgwick's outstanding *Psycho-Politics* (1982); but since he too found in the end that Marxian failed to enlighten the subject, this neglect may not be so surprising after all.

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warns that the open door policy in psychiatric hospitals and units has gone too far, so that there has ceased to be a capacity to cope with mentally disordered people who are difficult or dangerous at a local level. This group of authors can at least agree that there are aggressive mentally ill or handicapped patients, and not just victims of the class struggle.

The growth of psychiatric expertise (a factor ignored by Ramon and Butler) has meant that many fewer people now need to be held in secure provision. The long-term answer would be greater resources for district mental health services, so that they can have the accommodation, staff and training to cope with episodes of disturbance. Meanwhile, the special hospitals and regional secure units will have an indispensable function. As Philip Bean (the one sociologist) points out, "To assume that 'leaving people alone' will make the problem disappear takes no account of the possibility that alternative control mechanisms will develop which – could be worse". Sociological critics generally fail to understand that the validity of psychiatry rests not on its "correctness", but on its utility – what David Mechanic has described as "developing useful interventions in instances of personal suffering or chronic bizarre and inappropriate functioning". On that basis, it does its best.

Hugh Freeman

Hugh Freeman is senior consultant psychiatrist at Hope Hospital, Salford, and editor of the "British Journal of Psychiatry".

A special issue of the *British Journal of Medical Psychology*, guest edited by Hilton Davis and Peter Butcher, has been published as *Sharing Psychological Skills: training non-psychologists in the use of psychological techniques* (British Psychological Society, £6.95).

A collection of articles on *Brian and Mud* has been edited by David A. Oakley and published in Methuen's "Psychology in Progress" series at £15.95 and £6.95.

Causes of mania

Hormones and Human Behaviour
by Bernard T. Donovan
Cambridge University Press, £25.00
ISBN 0 521 25881 2

A century ago, those physicians concerned with the cause of the insane believed that many mental illnesses could be caused by diseases of the endocrine glands. Their beliefs were derived from much earlier humoral theories of insanity and the then popular idea that (immoral) behaviour could cause tissue to degenerate, particularly the reproductive organs. In an apparent revision to the preoccupations of the 19th century, many contemporary research psychiatrists, in their search for causes of mental illness, have turned to the study of the effects of hormones on behaviour. This new enthusiasm has been urged only considerably progress made in neurobiology that shows how hormones can regulate much of the brain's activity. These advances have established the brain as a complex endocrine organ, synthesizing and releasing hormones to act elsewhere in the brain and at sites in the peripheral endocrine system. Brain hormones are now known to have multiple actions. It seems that many evolved first to function in the brain where they became intimately involved in the initiation, acquisition and maintenance of many essential behavioural responses and repertoires. Later, these hormones were adapted to regulate the peripheral endocrine system. Not surprisingly, this chronology has led to a confusing terminology, where a hormone is named after its first described function and then found to have many other, and sometimes more important, actions in the nervous system.

Brain hormones are now recognized as having three quite different types of action: first, they serve as chemical transmitters between adjacent nerve cells; second, they modify the actions of other transmitters; and third, they can act at some distance from the point of release (like conventional hormones). A single brain hormone can play all three roles and, to add complexity, can release hormones from glands outside the brain. These

peripherally-released hormones may in turn act on the brain regulating its functions. Psychiatric researchers have become convinced that the system of study of brain hormones will yield fresh insights into the causes of acute mental illnesses, particularly those disorders where there is no structural abnormality of the brain and where effective drugs seem to act by altering communication between nerve cells. Faced by much new evidence, largely from animal studies, that brain hormones have important roles in social and sexual behaviours, and in motivational and learning, a pressing need has arisen to realize fully the potential of these findings in current psychiatric research.

Writing in a clear even elegant style, Bernard Donovan has produced an up-to-date work of reference rather than a review. He has covered the actions of hormones in the brain and summarized adequately many of the current and sometimes controversial issues in the study of the biology of human behaviour. By deliberate choice, he has decided not to illustrate his text. As all medical students well know, endocrinologists have a fondness for acronyms exceeded only by Cupid, so that each schematically-presented organ seems about to

be punctured by some swift-moving dart. Such diagrams serve many essential functions: presenting complex ideas about synthesis, regulation and integration of hormonal and neuronal systems; they also provide clear summaries of often difficult texts. The absence of diagrams from Donovan's book detracts enormously from its readability and usefulness; and it seems unlikely therefore that it will meet current expectations among postgraduate students.

It is also a pity that he has been given so little space to discuss relationships between the major psychiatric disorders (schizophrenia, manic-depressive illness and Alzheimer's disease) and possible hormonal disturbances, since this is potentially the area where progress in research seems likely to have most impact on clinical practice. Certainly, psychiatrists looking for research ideas will be disappointed by the book. One example will suffice, but there are many others. About 1 per cent of women develop recurrent manic-depressive episodes; and of these, about 50 per cent experience their first onset within 10 days of childbirth. Most researchers are agreed that the illnesses are typical of manic-depression appearing at other times, that hormonal changes associated with childbirth are probably important, and that their identification will be of general relevance to manic-depressive

illness. Yet, although this is the best link so far between hormonal changes and a severe type of mental illness, and there is no shortage of hypotheses on the topic, the book calls to deny the matter at all.

The book ends with an unexpectedly brief chapter entitled "What's Next?" containing a plea for a reassessment of the relationship between endocrine disease and psychiatric disturbance. Here, it becomes clear that the book's significant omissions lie beyond the author's expertise. The major expectation of psychiatrists working in the field of hormones and behaviour is that their study will answer questions concerning the causes and treatment of mental illness. As much research seeks to devise the causal models of each in order to determine the reality otherwise of the patient's consent. There is a refreshing refusal here to get bogged down in absolutes, such as the proposition that no person who is involuntarily detained can give a proper consent. Even then, however, if a true consent is obtained, the ethical problem does not disappear. Consenting compliance on the part of the patient does not mean that the doctor can proceed to do whatever is the subject of the consent. At this point society has something to say.

L. J. Whalley

L. J. Whalley is a member of the senior scientific staff of the MRC Brain Metabolism Unit at the Royal Edinburgh Hospital, Edinburgh.

Surgical panacea

Ethical Issues in Psychosurgery
by John Kleinig
Allen & Unwin, £15.00 and £5.95
ISBN 0 04 1700 32 5 and 170033 3

Powerful myths surround the subject of psychosurgery. For some it is a potential panacea, both individual and social, in which the surgeon's scalpel offers a neat solution to private torment and public violence. In the eyes of others it is an unqualified threat – the extreme edge of medical paternalism, the ruthless social engineer's device.

The truth of the matter is that both of these viewpoints have little to do with what psychosurgery really is and what it can do. Indeed, it is likely unlikely that it will ever provide the

sort of "brain control" feared by libertarians; and it is also unlikely that it will ever supplant the more prosaic drug-based therapy currently on offer to the mentally disturbed. Psychosurgery none the less poses some rather interesting philosophical and legal problems, and it is these which are addressed in this brilliant short monograph.

Kleinig is a philosopher who clearly takes very well to the applied philosophy which is enlightening philosophy today. He provides an excellent introduction to the scientific basis of psychosurgery, pointing out what it can be expected to achieve and how it has been used in the past. We are a long way from the era of enthusiastic prefrontal lobotomies, although this operation is still performed. Today, however, it is unnecessary to be so crude, as small areas of the brain can be subjected to various procedures with a far greater degree of surgical finesse than was previously possible. Implants can be effected; and radioactive materials can be placed in the

brain. Despite its apparent sophistication, however, much of this medical wizardry is not fully understood; and doubt of this sort makes the whole subject more difficult to assess.

Kleinig presents a very useful account of precisely which patients are considered suitable for psychosurgery. But it is here that doctors disagree. Those suffering from affective disorders seem to be helped in some cases, as do some patients suffering from chronic tension states. Other categories are considerably more controversial: indeed, psychosurgery has been used in the United States on children suffering from hyperactivity – a development which can be criticized on both medical and moral grounds. The meat of this book lies not in its explanation of what psychosurgery can achieve, but in its treatment of the moral issues, considered first from the point of view of consent. Can the mentally disordered patient give a proper consent to an operation of this significance? Unlike any other operation, it is intended to change him in the

way he feels, the most profound change imaginable. Obtaining his consent may be simple, but how solid is that consent be when the patient may be confused? Here, Kleinig presents an interesting discussion of how a court in the United States approached this issue when psychosurgery was proposed for an involuntarily detained patient in a psychiatric institution. The court in that case said that the patient's question could not consent because among other reasons, he was detained in inherently coercive circumstances.

One could argue about the consent issue until the patient in question succumbed. Kleinig is concise and helpful. Yes, he agrees, consent is a problem, but it is important to take a broad view of the matter and look at the circumstances of each case in order to determine the reality otherwise of the patient's consent. There is a refreshing refusal here to get bogged down in absolutes, such as the proposition that no person who is involuntarily detained can give a proper consent. Even then, however, if a true consent is obtained, the ethical problem does not disappear. Consenting compliance on the part of the patient does not mean that the doctor can proceed to do whatever is the subject of the consent. At this point society has something to say.

Kleinig rightly condemns what he describes as the paternalism of those who favour the outlawing of psychosurgery. He proposes instead that social control might be exerted over this powerful form of behaviour therapy through the operation of review bodies and possibly by restricting its practice to certain approved centres. In this way the fears of those who see potential abuse may be allayed, while at the same time those who might be helped by such operations would not be denied the chance of surgery.

This book will not appeal to the anti-psychiatry lobby, who see some minor victims in the past of the recent Mental Health Act. As a result of this legislation, hands in the United Kingdom are somewhat tied in the offering of irreversible treatments of this nature. Those who would support yet further restrictions might with profit reflect on Kleinig's dispassionate analysis.

Alexander McCall Smith

Alexander McCall Smith is associate dean of the Faculty of Law at the University of Edinburgh.

Shadow of the bomb

Günter Grass
by Ronald Hayman
Methuen, £2.25
ISBN 0 416 35490 4
On Writing and Politics 1967-1983
by Günter Grass
translated by Ralph Manheim
Secker & Warburg, £12.00
ISBN 0 436 18773 6

Günter Grass is the first German author to be included in this enterprising series on "Contemporary Writers" and to introduce such a protean individual within such a tight format presents formidable problems. Artist, poet, dramatist, novelist, essayist and polemicist, Grass cannot be easily pigeon-holed. Moreover, his phenomenal success since the publication of *The Tin Drum* in 1959 has been constantly marked by an implacable ability to challenge the complacency of his fellow countrymen. The consequent reception of his books would elude provide enough material for a study in national psychology.

A short monograph cannot therefore hope to do more than highlight achievements and weaknesses, and

adumbrate the socio-political background which produced them. Hayman starts promisingly by isolating clusters of crucial images and metaphors that help to create the characteristically disturbing Grass flavour. He notes correctly, for example, that many of Grass's effects are achieved by turning a simile into a metaphor and then dramatizing it.

The method works reasonably well until the author, in his attempt to disintegrate the moment that is withdrawn. And this happens with surprising speed. This is the "Danzig Trilogy" as seen as an epic masterpiece, in its scope and sense of place a match for Joyce and Balzac. But the later work is globally dismissed as "lapdash", "thin-skinned", "over-ambitious" (for the author of *The Tin Drum*), "and almost unmitigated failure", "self-indulgent", "flabby" and so on. The only reason adduced to explain this startling and dismal collapse of a great talent is, ludicrously, Grass's increasing involvement in political campaigning.

Of course, there are undoubted weaknesses in Grass's work, and his political activity has not invariably benefited his creative writing, but such a journey into the complex gets nowhere near to revealing their complex roots. For example, Hayman's negative stance makes him completely miss the subtleties of *Local Anesthetics* (which, sloppy in his turn, he calls at one point a "play", as well as getting Grass's age

wrong); he does not comment on the extraordinary (and revealing) disparity in the novel's reception in the Anglo-Saxon world compared with West Germany; and he makes no attempt to explain the enormous public impact of *The Floodmer*. If these and later books are indeed failures, they each fall in intriguingly different ways, and simply to conclude that Grass has not fulfilled his early promise is a woefully inadequate assessment of his work.

A more reliable guide for the English reader is Salman Rushdie's six-page introduction to a welcome anthology of Grass's essays and speeches. In its brief compass Rushdie brilliantly captures the essence of the German writing. Grass is seen as a representative figure for our times: "emigrant" displaced not only from place (Danzig), but also from society in general and language itself. "Quintessentially an artist of uncertainty", Grass's creative and political work are part of the same process: the reconstruction of reality from rubble.

The anthology contains a balanced selection of essays on literature (including the famous homage to Alfred Döblin) and politics where Grass's obsessions centre on the democratic role of the intellectual, the infernal games of the superpowers and the problematic link between literature and revolution.

Fluently translated by Ralph Manheim, the book neatly brings out the

1350

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Metalwork and Jewellery
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SENIOR LECTURER:

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Applicants for this post must have a PhD in Organic Chemistry, considerable experience of teaching at university level and proven ability to initiate and carry out research in their area of specialization.

The successful applicant will be expected to take part in the teaching of undergraduate (Bachelor of Science and Bachelor of Education) and Postgraduate (Master of Science and PhD) courses and to conduct research in their area of specialization and participate in Teaching Practice.

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SENIOR LECTURER:

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Applicants should have a PhD degree plus long experience in teaching and research at university level. They should also have publications in reputable journals. Their specialization should be in one or preferably two of the following fields:

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- (ii) History of International Relations
- (iii) History of Europe since French Revolution
- (iv) History of Science
- (v) Latin American History
- (vi) History of Central Africa

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LECTURER:

Literature Department - KAC/11/85/69

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